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THE ELEMENTARY CURRICULUM AS A FACTOR IN RACIAL UNDERSTANDING. FINAL REPORT.

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THIS EXTENSIVE TWO-VOLUME REPORT DESCRIBES THE IMPACT OF A CURRICULUM UNIT ON THE AMERICAN NEGRO WHICH WAS PRESENTED TO NEGRO AND WHITE PUPILS IN 19 INTEGRATED FOURTH-GRADE CLASSROOMS IN THE GARY, INDIANA, PUBLIC SCHOOLS. THE EXPERIMENTAL UNIT WAS NOT TAUGHT TO A CONTROL GROUP OF SEVEN FOURTH-GRADE CLASSES. SINCE AN ADDITIONAL OBJECTIVE OF THE STUDY WAS TO DETERMINE THE INFLUENCE OF EXTENDED COMMUNITY CONTACTS UPON RACIAL CLEAVAGES IN THE CLASSROOM, SOME OF THE EXPERIMENTAL CLASSROOMS CONTAINED CHILDREN TRANSPORTED FROM DIFFERENT NEIGHBORHOODS. CHILDREN IN THE CONTROL CLASSROOMS WERE ALL FROM THE SAME NEIGHBORHOOD. A SOCIOMETRIC RATING SCALE, A TEST OF SELF-CONCEPT, AND A TEST OF FACTUAL KNOWLEDGE ON THE NEGRO WERE ADMINISTERED TO ALL PUPILS BEFORE AND AFTER THE EXPERIMENTAL UNIT WAS TAUGHT. FINDINGS INDICATE THAT THE STUDY OF THE NEGRO HAD NO DETRIMENTAL EFFECT UPON PUPIL RELATIONSHIPS IN THE INTERRACIAL CLASSROOMS, AND THAT NEGRO AND WHITE CHILDREN CAN LEARN ABOUT THE NEGRO WITHOUT UNUSUAL DIFFICULTY OR EMOTIONAL INVOLVEMENT. SIGNIFICANT GAINS IN SELF-CONCEPT WERE MADE BY NEGRO AND WHITE EXPERIMENTAL CHILDREN WHO HAD NOT BEEN TRANSPORTED AND HAD ATTENDED NEIGHBORHOOD SCHOOLS. ONE APPENDIX, WHICH CONSTITUTES ALMOST ALL OF THE SECOND VOLUME OF THIS REPORT, CONTAINS CASE HISTORIES OF FORTY CHILDREN SELECTED FOR STUDY ON THE BASIS OF THEIR PERFORMANCE ON THE TESTS OF FACTUAL KNOWLEDGE AND SELF-CONCEPT. OTHER APPENDIXES CONTAIN MEASUREMENT INSTRUMENTS AND AN EXHIBIT OF THE EXPERIMENTAL CURRICULUM UNIT. THIS REPORT IS IN TWO VOLUMES. (LB)

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Volume I

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The Elementary Curriculum as a Factor in Racial Understanding

Project No. 6-1698
Contract No. OEG 3-6-061698-1746

Peter John Georgeoff

December 1967

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However, at the same time, it must be explicitly and categorically stated that the director is responsible for all errors, interpretations, conclusions, and recommendations in this report. The statements which are expressed are his alone, and he bears all responsibility for them. The School City and its personnel only provided the facilities by means of which the study could be carried out, but they did not in any way influence the directions that the study took or the analysis and conclusions that followed. Therefore, where the study contributes significantly to educational progress, curriculum development, and interracial understanding, others must receive a large measure of the credit. Where it might fall short, the director alone is accountable.

John Georgeoff

Lafayette, Indiana
December, 1967

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FINAL REPORT ON THE STUDY OF THE ELEMENTARY CURRICULUM
AS A FACTOR IN RACIAL UNDERSTANDING

Introduction

The basic purpose of this study was to determine what effect, if any, the elementary curriculum has upon the racial understanding of children--in this case, fourth graders. A purpose so broad as this one may, of course, develop in almost an infinite number of directions. In order to delimit the nature of the present research, it was decided to select arbitrarily several areas which conceivably are intrinsic to, or characteristic of, racial understanding and to explore the effect the curriculum might have upon them. Such a study in depth, it was hypothesized, would lead to greater insight concerning at least certain aspects of racial understanding which might be extended logically to the broad problem stated in the title of the study.

Six specific objectives were selected for investigation. These included objectives which might provide information about a child's understanding of himself as a member of a racial group as well as his feelings toward others not of his own race. With this dual aim in mind, then, the study had the following as its specific purposes:

a. To determine if racial cleavage in children can be lessened by a study of the Negro's heritage and his contributions to America.

b. To determine the influence of community contacts upon racial cleavage.

c. To determine the improvement of the Negro child's self-concept when he has knowledge of his heritage.

d. To determine the improvement of the Caucasian child's self-concept by a study of the Negro's heritage and contribution to America.

e. To determine the influence of community contacts upon children's self-concepts.

f. To determine the characteristics which are related to positive change in (1) knowledge and (2) self-concept in both the Negro and the Caucasian child.

In a series of notes in Appendix A, the reader is informed about the research studies and/or reports which form the bases for these problems. What is stressed here, therefore, is the general rationale for the study.

Importance of the Problem.

Although racial integration has occurred physically in many school systems, ipso facto segregation continues to exist among the children in many classrooms. The United States has been committed as a nation to the elimination of racial segregation. As part of the process to end segregation, and by the 1954 decision of the Supreme Court, all public schools in the nation must be open on an equal basis to children of all colors. In 1957, Congress enacted the first Federal civil rights bill since Reconstruction, which has been followed by much subsequent legislation on the matter, culminating in 1965 in the historic Voting Rights Bill.

The problem of human rights also received major emphasis at the 1960 White House Conference on Children and Youth, with the conferees overwhelmingly opposed to segregation and its concomittants. The Conference recommended thirty-six ways in which to accelerate the elimination of discrimination and segregation from education, community organizations and services, suffrage, housing, employment, and religion. Suggested also was the creation of a National Institute for Social Health and a National Human Relations Commission to promote research, "social justice for children and youth," and better communication between groups. The . . ." 'ideal of true equality is becoming a real and vigorous idea'; it is an idea whose time has come."

However, physical integration does not necessarily mean social and psychological integration. Cleavage along racial lines, for instance, continues to exist among the children in many integrated schools, resulting in _ipso facto_ segregation. In order for the Great Society to be realized in the years ahead, all Americans, regardless of their race, must be accepted as Americans on the same basis, and not as members of a particular racial minority. There can be no "Second Class Citizenship."

The citizens of tomorrow are the school children of today. The attitudes which they acquire as children will help determine their actions as adults. Children who have learned to live on the basis of equality with peers of all races are more likely to continue this behavioral pattern when they attain maturity; such deeply embedded behavior patterns are less likely to change in adulthood. Conversely, negative attitudes, strongly reinforced during years of childhood and adolescence, are difficult to change in adulthood. America's children thus attend the nation's schools during a period in their lives which is crucial in the development of attitudes.(1*) An extraordinary opportunity thus is presented to the schools to become instruments for attitudinal change. Thus, the problem is: Can cleavage among children of different races, as exhibited within a classroom, be changed through the curriculum?

Generalizations from Research

It is recognized that other institutions serve as important determinants of the racial attitudes of children, as for instance, the home, church, community center, and children and youth organizations.(2)

It is also admitted that there are many theories of prejudice: sub-cultural norms, economic competition, lack of acceptance because of low self-image, to cite three.(3) The researcher does not wish to become embroiled in the controversy. However, because of the character of the school, and its restricted functions, this investigation is limited to a study of the effectiveness of the curriculum in decreasing racial cleavage and in raising the group's image and each child's self-image. If cleavage among young children can be reduced, in time, the subcultural norms of their group will change.

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*This number, and the other numbers following, refers to a corresponding number under "References."

Thus, the study sought to determine whether the curriculum can be effective in lowering racial cleavage among children in a classroom. Studies of this type have been limited in the past and have usually been related to one particular aspect or technique.(4,5,6) The results of these studies have been encouraging, though sometimes questionable. This has prompted the present investigator to attempt a massive approach, in which a variety of procedures and materials(7) were employed to teach a specific unit, so as to determine whether such concerted emphasis in the curriculum can yield definitely significant results.

The study was carried out with fourth grade classes because the Gary Public Schools have incorporated a unit on "The American Negro" for this grade level. As a result, the study was conducted at this grade level with a minimum disruption of the regular classroom program and routine.(8) Although the elementary schools of Gary are integrated, contacts between the races do not appear to be enough to lessen prejudice.(9)

Furthermore, according to other studies, fourth graders already have developed feelings of prejudice, so that racial cleavage already existed in each of these classrooms. The home is often a transmitter of prejudice.(10,11,12) However, if significant reversals in racial cleavage can be effected, children at this grade level probably are most readily influenced. Their racial attitudes have not had as much time to become reinforced as those of children and youth in higher grades.(13)

Assumptions.

It is assumed that racial cleavage is a product of racial prejudice and that by measuring the degree of such cleavage in a classroom, one indirectly is measuring the degree of racial prejudice that exists there. Of course, it is recognized that other factors such as personality and economic level may also be operative.(13) In so far as these factors apply equally both to the Negro and Caucasian children in a class, they tend to cancel each other. On the basis of this consideration, then, even though no significant changes occurred in one group on the sociometric results after the children have studied the unit--as will be seen--it cannot be definitely concluded that no attitudinal changes have taken place, since many other variables are involved. The reductions in racial cleavage that did occur can be attributed, with some degree of confidence, to the study of the unit.

The results of the study, which herein will be described, indicate therefore, that--with certain limitations--a unit of this type can contribute to greater understanding and assist in decreasing racial cleavage among children. The study, restricted to the fourth grade, provides information only for children of that level.

Method

Overview

The Gary Public School System adopted in 1963 a new social studies curriculum in which a unit on the American Negro is included for Grade IV. This unit, as revised during the course of workshops connected with the project, served as the curriculum content for the investigation (see Appendix B). In addition to the resources suggested in the unit, other instructional materials also were included (see Appendix C).

There were approximately 140 Grade IV classes in Gary from which to select the participating groups. Notwithstanding this large potential number of classes from which the selection could be made, difficulties were encountered in obtaining suitable groups for the study. The classes had to be equated on the basis of race, intelligence, achievement, and socio-economic level. It proved relatively simple to locate classes that were at the same, or nearly the same, socio-economic level.* Socio-economic level of the classes was determined, first, by a rough comparison of the parental occupations of the children, obtained from the cumulative records, and then by an instrument called, "A Measure of Social Class Identification."**

From the classes available, in which the children were of approximately the same socio-economic level, it was relatively easy, also, to find class groups that were nearly equated on the basis of intelligence and achievement. The process of selection in terms of these criteria was greatly facilitated by the fact that these two criteria form the basis by which children from overcrowded schools are selected to be transported to attend other schools which are not crowded. Gary school board policy requires that transported children to uncrowded classrooms be of approximately the same achievement and intelligence level as those in the uncrowded classrooms that they will attend. Thus, the classes attended by the transported children (Group B) had already been equated. Classes for the non-transported experimental group (Group A) and the control group (Group C) to match the transported group in terms of intelligence and achievement were only slightly harder to obtain.

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*See Appendix I titled, "Equating the Classes on Socio-Economic Level."

**For a copy of this instrument, see Appendix D.

Equating the classes in terms of race proved a much more difficult problem. Mobility of the population in Gary made it uncertain that a class falling within the desired racial percentage range (25 to75 per cent) when selected for the study would maintain the same ratio by the time the study was underway. As it turned out, the desired balance could not be kept throughout the course of the study for all classes. For instance, in one Gary schoolroom, fortunately not a part of the study, pupil turnover was nearly 50 per cent in six weeks. (In this class of 35 pupils, seventeen moved from the Christmas period to the start of the second semester.) In none of the classes selected for the project was the turnover so dramatic. It was great enough, though, from the time the initial selection was made in the Spring of 1966 to the second week of January, 1967, when the experiment actually commenced, to prevent the desired racial ratio to be achieved in some of the participating classes. The problem was especially acute in the case of those classes attended by children from the same neighborhood. The racial distribution of the classes appears in Table I.

The three groups used in the study were divided, by random, as follows: Group A--Ten classes of Negro and white children from the same neighborhood.

Group B--Nine classes of Negro and white children from different neighborhoods. Some children were transported to each of these classes because of overcrowded conditions in their neighborhood schools.

Group C-- Seven classes of Negro and white children from the same neighborhood. These classes served as control groups.

It would also have been highly desirable for the three groups of teachers of these classes to have been homogeneous as far as the factors of race, age, sex, and experience were concerned. However, practical considerations made exact balance and composition of the random groups of teachers impossible to obtain, or to test. Interactions obviously were present, but practically were not possible to ascertain. Therefore, the conclusions of this study are based upon the assumption that there was no influence on any racial outlook or self-concept of the child as a result of the particular teacher to which the child was exposed.

Preliminary Preparations for the Study.

A series of four in-service work-shops were organized in connection with the study. These workshops were held on the following dates:

October 1, 1966

October 17, 1966

November 28, 1966

January 5, 1967

The teachers from all the classes participating in the project, both those teaching the experimental groups and those teaching the control groups, were invited to attend the initial workshop. This served as an orientation session at which time the general objectives and purposes of the study were explained and discussed. The remaining three workshops were attended

TABLE I

CHILDREN PARTICIPATING IN THE PROJECT

RACE AND GROUP

Group A

Class No.	No. of Negro Children	Percent of Negro Children	No. of White Children	Percent of White Children	Total No. of Children Participating
305	26	72.2%	10	27.8%	36
408	1	02.9%	34	97.1%	35
409	2	05.9%	32	94.1%	34
716	3	09.4%	29	90.6%	32
717	1	02.6%	38	97.4%	39
725	5	14.7%	29	85.3%	34
818	33	89.2%	4	10.8%	37
819	26	78.8%	7	21.2%	33
820	31	83.8%	6	16.2%	37
101	37	88.1%	5	11.9%	42
Totals	165		194		359
			Group B		
510	7	24.1%	22	75.9%	29
511	4	12.1%	29	87.9%	33
613	1	04.0%	24	96.0%	25
614	5	19.2%	21	80.8%	26
612	7	24.1%	22	75.9%	29
921	10	32.3%	21	67.7%	31
922	12	37.5%	20	62.5%	32
923	8	25.0%	24	75.0%	32
924	7	50.0%	7	50.0%	14
Totals	61		190		251
			Group C		
203	3	09.7%	28	90.3%	31
202	7	21.2%	26	78.8%	33
204	3	09.7%	28	90.3%	31
212	18	47.4%	20	52.6%	38
407	1	03.3%	29	96.7%	30
030	30	100 %	0	0 %	30
306	18	45.0%	22	55.0%	40
Totals	80		153		233

	Group A	Group B	Group C
Percent of Negro Children:	46.0%	24.3%	34.3%
Percent of White Children:	54.0%	75.7%	65.7%

only by the teachers of the experimental classes. During these sessions, the instruments to be used in the study were explained and matters of procedure were considered. These sessions lead to a revision of the unit on the "History and culture of the American Negro," so that greater emphasis was placed upon the contemporary work and achievements of Negroes. The workshops also provided an opportunity for the investigator to present possible items for the Test of Knowledge on Negro History and Culture, which was then in the process of development for the teachers to review and criticize. During these sessions also, the teachers were able to agree upon a schedule and the procedures for administering the instruments in connection with the study and the teaching of the unit. For example, the allotment of time tentatively assigned by the Director of the Project to various topics covered by the Unit was changed considerably. The teachers also suggested that material on Africa and the days of slavery be given a shorter block of time, and that post-Civil War history and recent events be given greater emphasis; this suggestion was followed. The teachers reasoned (and rightly so) that stress on positive aspects was more likely to create positive attitudinal changes, improve the self-concept of the children, and lessen cleavage in classrooms than would an extended consideration of elements having negative connotations. Although the teachers of the control group (Group C) attended only the initial workshop session just before the classroom phase of the study began, they were given complete instructions and a schedule for administering the instruments used in the study.

The Testing Instruments

Three instruments were used in this study. The first was a sociometric instrument which was administered to all the racially integrated experimental and control groups (see Appendix G).[*] Each child was asked to make choices from the children in his room in each of three areas: academic, social, and athletic. Each child thus made nine choices altogether.

The second instrument was the Piers-Harris Measure of Self-Concept (see Appendix F) which also was given to all the pupils. This instrument was selected because it is usable with children of this age group and because it could be administered _en masse_ to a class.

The scale was administered to all the children in the class because the investigator hypothesized that significant changes might occur among both the Caucasian and Negro children in a class. A Caucasian child living in an integrated neighborhood, for instance, may have a low concept of himself because circumstances compel him to live in such a community. By raising his concept of the Negro through a study of the race's contribution to American and world culture, it was felt, there arises a considerable likelihood that the Caucasian child's self-concept will be improved.

The third test that was used determined the pupils' knowledge of American Negro history and culture (see Appendix H) and was given to all participating classes. This test was developed specifically for use with the project. It contains two parts--the first containing multiple-choice items, the second a check list.

An attitudinal scale or a scale of social distance was not included because both the investigator and the Gary school officials deemed the use of such an instrument inadvisable at the time. The sociometric device had the advantage that _race_ was not even mentioned in its use. Indeed, none of the instruments emphasize race in any way, with the exception of the factual test which covers only in the most positive manner that information normally considered in the unit. By using this approach, the children were not made conscious of the purposes of the study nor unduly aware of racial differences that exist among them. An attitudinal scale or a scale of social distance, by its very nature, needs to include negative elements and to consider various alternatives in which the factor of racial differences must be included. These alternatives cannot always be positive in nature if the instrument is to be a satisfactory one.

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[*] Children in the two classes which by this time were no longer integrated, were not given the sociometric instrument, since obviously changes in intra-class relationships within them would have no inter-racial significance.

Furthermore, attitudinal scales, being generally based on verbal responses, do not always reflect an individual's true behavioral patterns. Knowing that certain responses are desirable, that they represent, for instance, a "tolerant," liberal attitude, he may verbalize these freely in responding to items on an attitudinal scale; but if actually called upon to practice these behavioral patterns, he may be most reluctant to do so. By the time children have reached the elementary school, they have begun to differentiate between what they may espouse verbally and what they in actuality practice.

The experimental classes, only, were taught the unit on "The American Negro." At the end of the unit, the sociometric instrument, "The Piers-Harris Measure of Self-Concept," and the test of factual information were given again to the children in all the classes.

Case studies of prejudice and related factors were made of five white and five Negro children who showed the greatest degree of positive change in knowledge on the factual test and of a like number of children who showed the least degree of change. A total of 40 children were studied. These studies were not conducted to provide conclusions, but rather to derive hypothesis and to point out directions for further research.

RESULTS

All the data for each instrument was analyzed to determine if any significant differences had developed as a result of the children's study of the unit. The analysis sought to determine if a reduction in classroom racial cleavage is related to an increase in factual knowledge about the Negro and to an improvement of the children's self-concepts. The analysis yielded the following results.

On the Test of Knowledge, the experimental groups, as might be expected, showed significant gains over the control group. Co-variance was the statistical instrument used for the analysis. It was selected for this purpose because it tends to minimize extraneous factors which otherwise might influence the results, such as increasing age, experience, community events, public affairs programs on radio and television, etc.

The data from experimental Groups A and B and Control Group C was first analyzed by group. This analysis is given in Table C-I for the multiple-choice part of the instrument and in Table C-II for the "Can You Identify?" Quiz. In this, and all other cases which follow, Experimental Group A (the Negro and white children from the same neighborhood) appears in the Tables as level 1; Experimental Group B (Negro and white children from different neighborhoods, some being transported to another school because of over-crowding) is level 2; and the control group is Group C (Negro and white children coming from the same neighborhood).

It can be seen that on both parts of the instrument, that is, on the multiple-choice items and on the "Can You Identify?" section, gains significant at the .01 level were achieved by Experimental Groups A and B versus Control Group C. At the same time, gains significant at the .01 level occurred on both parts of the instrument with respect to the achievement of Experimental Group B versus Control Group C. These results are summarized below.

(Possible explanations for this phenomenon will be given later under "Discussion.")

Test of Knowledge, Multiple Choices Items, By Group

$M_1 - M_2$	significant at .01 level
$M_2 - M_3$	significant at .01 level
$M_1 - M_3$	Significant at .01 level

Test of Knowledge, "Can You Identify?" Quiz, By Group

$M_1 - M_2$	significant at .01 level
$M_2 - M_3$	significant at .01 level
$M_1 - M_3$	significant at .01 level

Next, achievement on both parts of the instrument was analyzed by race and group. The results on the multiple-choice part of the test of knowledge are given in Table C-III for the Negro children and in Table C-IV for the white children. The results on the "Can You Identify?" Quiz are given in Table C-V for the Negro children and in Table C-VI for the white children. This information can be summarized as follows:

Test of Knowledge—Multiple-Choice Items—Negro Subjects

$M_1 - M_2$	non-significant
$M_2 - M_3$	significant at .01 level
$M_1 - M_3$	Significant at .01 level

Test of Knowledge, Multiple-Choice Items--White Subjects

$M_1 - M_2$	significant at .01 level
$M_2 - M_3$	significant at .01 level
$M_1 - M_3$	significant at .01 level

Test of Knowledge, Can You Identify Quiz--Negro Subjects

$M_1 - M_2$	non-significant
$M_2 - M_3$	significant at .01 level
$M_1 - M_3$	significant at .01 level

Test of Knowledge, Can You Identify Quiz--White Subjects

$M_1 - M_2$	significant at the .01 level
$M_2 - M_3$	significant at the .01 level
$M_1 - M_3$	significant at the .01 level

The Piers-Harris Self-Concept Scale

The data from the Piers-Harris Self-Concept Scale was analyzed in a similar manner, using the co-variance technique. First, the data was analyzed by group to determine if a significant difference existed among Groups A, B, and C (Table C-VII). The analysis indicated no significant difference to exist between Groups B and C, but a significant difference did exist at the .05 level for Groups A and C. Next the data was analyzed by race and groups. The analysis for the Negro children appears in Table C-VIII and the results for the white children are given in Table C-IX. It can be seen that for the Negro children no significant difference exists between Groups A and B or between Groups B and C, but again a significant difference at the .05 level did exist for Groups A and C. However, in the case of the white children no significant differences existed between any of the means. This information may be summarized as follows:

Piers-Harris Self-Concept Scale--By Group

$M_1 - M_2$	non-significant
$M_2 - M_3$	non-significant
$M_1 - M_3$	significant at the .05 level

Piers-Harris Self-Concept Scale--Negro Subjects

$M_1 - M_2$	non-significant
$M_2 - M_3$	non-significant
$M_1 - M_3$	significant at the .05 level

Piers-Harris Self-Concept Scale--White Subjects

$M_1 - M_2$	non-significant
$M_2 - M_3$	non-significant
$M_1 - M_3$	non-significant

The Sociometric Instrument.

The results on the sociometric instrument were analyzed using either McNemar's Test for Significance of Change or the Binomial Test, depending upon the number of cases in the sample. In instances where $1/2\ (A+D) < 5$, the Binomial Test was used exclusively; otherwise, McNemar's Test was employed.

The analysis first was made for each class and category according to order of choice, by group. None of the classes in the A or C groups showed significant change in any of the three areas of choice--play, study, or sit. However, among the B group several significant changes took place. In one class (Class 921), a significant change at the .05 level took place in the pupils' third choice of classmates in the "Play" category, from the same race being chosen the first time to a different race being chosen the second time. This was the only change taking place in this category. In two other classes (Classes 510 and 522) significant changes occurred, at the .01 level of confidence or better, in terms of the students' first choice of class members with whom to study, from the same race being chosen initially to a different race being chosen the second time. No significant changes were manifest in the pupils' second choices in the "Study" category, but a change (at the .05 level) was again apparent with respect to one of these classes (Class 922) in terms of "Study." The direction of change remained the same, the pupils choosing members of a different race the second time. (These results are summarized in Table II.)

Next, the choices were totaled by category and class, without regard to the order in which the choice was made. Using this approach, the analysis yielded the following results. In one class of the A Group (Class 818), a significant change at the .05 level took place in the pupils' first choice of classmates in the "Play" category, from a different race being chosen initially

TABLE II
CHOICES BY CATEGORY
AND CLASS IN ORDER OF CHOICE

	Play			Study			Sit		
Group A	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Class 305	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 717	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 818	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 819	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 820	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group B									
Class 510	N.S.	N.S.	N.S.	.005*	N.S.	N.S.	N.S.	N.S.	N.S.
Class 511	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 613	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 614	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 612	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 921	N.S.	N.S.	.05*	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 922	N.S.	N.S.	N.S.	.01*	N.S.	.05*	N.S.	N.S.	N.S.
Class 923	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 924	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group C									
Class 203	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 306	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 407	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 202	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

---

*Indicates level of significance.

to the same race being chosen the second time. This was the only such change in reverse among any of the experimental classes, and it is quite possible that a local, school, or classroom factor was responsible for this reaction.

In the B Group a number of changes took place, all of which were from the children choosing individuals of their own race the first time to their choosing individuals from a different race the second time. This result is especially significant in terms of the situation that took place in the C Group, the control group, during this period. There changes took place in several classes, all of which were in the opposite direction--from the children choosing members of a different race than their own the first time to their choosing members of their own race the second time. The data from each of these two groups will now be analyzed.

In Group B, inter-racial cleavage was lowered in two classes (Class 613 and 922) in terms of the "Play" category. This change was at the .05 level or slightly better. Four classes changed, again toward less racial cleavage, in terms of the "Study" category. In two of these classes (Classes 510 and 922) the significance of this change was above the .001 level of confidence; in one class (Class 614) it was at the .01 level; and in the fourth, at somewhat better than the .05 level. Two classes changed in terms of the "Sit" category, again toward less racial cleavage. The change in one class (Class 614) was at better than the .01 level and in the other, at better than the .05 level. Altogether, six out of the nine classes forming Group B changed significantly in one or more of the categories tested when the data was analyzed in this manner.

In the C control group, as has been stated, all the significant changes were toward greater inter-racial cleavage--without exception. Several events occurring in the city at this time probably accounted for this reaction taking place. In two classes (Class 203 and Class 202), the change involved greater polarization in the "Play" category--all at the .05 level of confidence--in which children who had chosen playmates of a different race than their own now chose members of their own race. The same type of change took place in terms of the "Study" category in two classes (Classes 306 and 407); and in terms of the "Sit" category, one such change was manifested (Class 306 again). All of these changes were at the .05 level of confidence, except for the "Study" category in one case, which was slightly higher. The findings are summarized in Table III.

The data was then analyzed for each group as a whole in order of choice. Analyzed this way, the data indicated that no significant changes took place in any of the three categories for any of the choices in Groups A or C, but two changes of significance did take place in the B Group. In terms of the "Study" category, a significant number of students from the B Group who had initially given first choice to members of their own race now chose members of the other race. Similarly, the third choice in this same category was also significant. Significance was at the .01 level of confidence or better. (The analysis appears in Table IV.) The data next was recalculated, this time all choices in a particular category were lumped together, irrespective of order of choice. Again, in none of the categories of the A or C Groups did significant differences result, but in the B Group, under the category of study, a significant difference at the .01 level of confidence was obtained. Neither the play nor sit categories of the B Group were changed, however, the results remained insignificant. (See Table V.) To reiterate then, none of the classes in the A or C groups showed significant changes in any of the three areas of choice--play, study, or sit--when the data was analyzed by group in order of choice or by group, irrespective of the order of choice.

TABLE III
ANALYSIS OF THE CHOICES BY CATEGORY AND CLASS--IRRESPECTIVE OF ORDER OF CHOICE

Group A	Play	Study	Sit
Class 305	N.S.	N.S.	N.S.
Class 717	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.
Class 818	.05*+	N.S.	N.S.
Class 819	N.S.	N.S.	N.S.
Class 820	N.S.	N.S.	N.S.
Group B			
Class 510	N.S.	.001	N.S.
Class 511	N.S.	N.S.	N.S.
Class 613	.05	N.S.	N.S.
Class 614	N.S.	.01	.005
Class 612	N.S.	N.S.	N.S.
Class 921	N.S.	.025	N.S.
Class 922	.025	.001	N.S.
Class 923	N.S.	N.S.	.025
Class 924	N.S.	N.S.	N.S.
Group C			
Class 203	.05*	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.
Class 306	N.S.	.025*	.05*
Class 407	N.S.	.05*	N.S.
Class 202	.05*	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.

---

*From an individual of a different race being chosen by the chooser first time to an individual of the same race being chosen the second time.

+The figure in each case indicates the level of significance.

TABLE IV

ANALYSIS OF THE CHOICES BY GROUP AND CHOICE—IN ORDER OF CHOICE

	Play			Study			Sit		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Group A	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group B	N.S.	N.S.	N.S.	.005[*]	N.S.	.01	N.S.	N.S.	N.S.
Group C	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

---

[*] The figure in each case indicates the level of significance.

TABLE V

ANALYSIS OF THE CHOICES BY GROUP AND CHOICE—IRRESPECTIVE OF THE ORDER OF CHOICE

	Play	Study	Sit
Group A	N.S.	N.S.	N.S.
Group B	N.S.	.001*	N.S.
Group C	N.S.	N.S.	N.S.

---

*The figure indicates the level of significance.

The data was also analyzed by class and race and by group and race to determine whether any significant changes took place which were specific to race. In both instances the choices were analyzed separately according to first, second, and third choices. The analysis yielded the following results.

The analysis by class and race indicated only two significant changes taking place, both of which were in Group B and at the .05 level. The Negro children in one class (Class 922) changed significantly in terms of their third choice in the "Study" category, while the white children in another class (Class 510) changed significantly in terms of their first choice in the same category. (See Table VI). The lack of other significant changes here was probably due to the small number of cases involved which provided insufficient data for adequate statistical analysis.

The analysis by group and race in order of choice (Table VII) yielded only three significant changes, all of which were at the .05 level. The Negro children in the A Group for the second choice of the "Study" category and the third choice of the "Sit" category changed from choosing an individual of a different race initially to choosing an individual of the same race the second time. On the other hand, the second choice on the "Study" category of the white children in Group B was from members of their own race to members of a different race.

Finally, the choices again were totaled irrespective of the order of choice, and the data recalculated by class and race and by group and race. This analytic approach indicated several changes favoring a reduction of racial cleavage; that is, a change from the choosers choosing initially members of their own race to the choosers choosing members of a different race the second time. When the data was analyzed by class and race, significant results were obtained at the .05 level in the "Study" category for one class in the A Group (Class 305) and two in the B Group (Classes 921 and 922). In the "Play" and

TABLE VI

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

NEGRO

Group A	**Play**			**Study**			**Sit**		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Class 305	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 717	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 818	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 819	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 820	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group B									
Class 510	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 511	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 613	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 614	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 612	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 921	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 922	N.S.	N.S.	N.S.	N.S.	N.S.	.05*	N.S.	N.S.	N.S.
Class 923	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 924	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group C									
Class 203	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 306	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 407	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 202	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

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*The figure indicates the level of significance.

TABLE VI (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

WHITE

Group A	Play			Study			Sit		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Class 305	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 717	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 818	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 819	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 820	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group B									
Class 510	N.S.	N.S.	N.S.	.05*	N.S.	N.S.	N.S.	N.S.	N.S.
Class 511	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 613	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 614	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 612	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 921	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 922	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 923	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 924	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Group C									
Class 203	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 306	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 407	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 202	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

---

*The figure indicates the level of significance.

TABLE VII

ANALYSIS OF THE CHOICES BY GROUP AND RACE IN ORDER OF CHOICE

NEGRO

	Play			Study			Sit		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Group A	N.S.	N.S.	N.S.	N.S.	.05[*][+]	N.S.	N.S.	N.S.	N.S.
Group B	N.S.	N.S.	N.S.	N.S.	N.S.	.05	N.S.	N.S.	N.S.
Group C	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

WHITE

	Play			Study			Sit		
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Group A	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	.05[*]
Group B	N.S.	N.S.	N.S.	N.S.	.05	N.S.	N.S.	N.S.	N.S.
Group C	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.	N.S.

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[*] From an individual of a different race being chosen by the chooser the first time to an individual of the same race being chosen the second time.

[+] The figure in each instance indicates the level of significance.

"Sit" categories one group of Negro children in each category (Class 923 and Class 922, respectively) gained significantly (again at the .05 level). It will be noted that one class (Class 922) gained significantly in two categories, the "Study" and "Sit" categories. The Negro children in only one class (Class 818) gained significantly at the .01 level and this was in the "Sit" category. The data for the white children showed a significant gain in only one class (Class 510), and this was at the .01 level of confidence and in terms of the "Study" category. These findings are summarized in Table VIII. In the analysis of the data by group and race, irrespective of the order of choice, significant changes took place in only one instance: There was a significant difference at the .01 level in the "Study" category for the white children in Group B (Table IX).

TABLE VIII

ANALYSIS OF THE CHOICES

BY CLASS AND RACE--

IRRESPECTIVE OF ORDER OF CHOICE

NEGRO

Group A	Play	Study	Sit
Class 305	N.S.	.05	N.S.
Class 717	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.
Class 818	N.S.	N.S.	N.S.
Class 819	N.S.	N.S.	.01
Class 820	N.S.	N.S.	N.S.
Group B			
Class 510	N.S.	N.S.	N.S.
Class 511	N.S.	N.S.	N.S.
Class 613	N.S.	N.S.	N.S.
Class 614	N.S.	N.S.	N.S.
Class 612	N.S.	N.S.	N.S.
Class 921	N.S.	.05	N.S.
Class 922	N.S.	.05	N.S.
Class 923	.05	N.S.	.05
Class 924	N.S.	N.S.	N.S.
Group C			
Class 203	N.S.	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.
Class 306	N.S.	N.S.	N.S.
Class 407	N.S.	N.S.	N.S.
Class 202	N.S.	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.

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*The figure in each instance indicates the level of significance.

TABLE VIII

ANALYSIS OF THE CHOICES
BY CLASS AND RACE--
IRRESPECTIVE OF ORDER OF CHOICE

(continued)

WHITE

Group A	Play	Study	Sit
Class 305	N.S.	N.S.	N.S.
Class 717	N.S.	N.S.	N.S.
Class 716	N.S.	N.S.	N.S.
Class 725	N.S.	N.S.	N.S.
Class 818	N.S.	N.S.	N.S.
Class 819	N.S.	N.S.	N.S.
Class 820	N.S.	N.S.	N.S.
Group B			
Class 510	N.S.	.01[*]	N.S.
Class 511	N.S.	N.S.	N.S.
Class 613	N.S.	N.S.	N.S.
Class 614	N.S.	N.S.	.05
Class 612	N.S.	N.S.	N.S.
Class 921	N.S.	N.S.	N.S.
Class 922	N.S.	N.S.	N.S.
Class 923	N.S.	N.S.	N.S.
Class 924	N.S.	N.S.	N.S.
Group C			
Class 203	N.S.	N.S.	N.S.
Class 204	N.S.	N.S.	N.S.
Class 306	N.S.	N.S.	N.S.
Class 407	N.S.	N.S.	N.S.
Class 202	N.S.	N.S.	N.S.
Class 212	N.S.	N.S.	N.S.

---

[*] The figure in each instance indicates the level of significance.

TABLE IX

ANALYSIS OF THE CHOICES BY GROUP AND RACE--IRRESPECTIVE OF THE ORDER OF CHOICE

NEGRO

	Play	Study	Sit
Group A	N.S.	N.S.	N.S.
Group B	N.S.	N.S.	N.S.
Group C	N.S.	N.S.	N.S.

WHITE

	Play	Study	Sit
Group A	N.S.	N.S.	N.S.
Group B	N.S.	.01*	N.S.
Group C	N.S.	N.S.	N.S.

---

*The figure indicates the level of significance.

Discussion

This section will be divided into four parts: discussion respectively of the findings from the test of knowledge, the Piers-Harris Self-Concept Scale, and the socio-metric instrument and a review of the limitations of the findings.

The Test of Knowledge. The results from this part of the study tend to indicate that children do learn about Negro history and culture when exposed to content on these topics. This result may have been expected as an obvious, logical conclusion, but not entirely so. It could have been argued, prior to this investigation, that the white children in a class would be resistant to a study of this type, that they would lack the motivation necessary for its successful outcome, and that the material would be too remote from the interests of this group. This point is especially pertinent since three of the schools used in this study were located in predominantly white neighborhoods where racial feeling is sometimes very strong. Indeed, the National Association for the Advancement of White People had beginnings in this area.

It could also have been contended that, because the study of the Negro was made a specific topic for classroom work, Negro children in a group would become self-conscious, thus affecting their mastery of the material. In neither case did the research findings confirm such fears; on the contrary, they served to dispel completely all reservations of this nature. Both Negro and white children profited from the study of the unit. The data relating to this problem is summarized as follows:

Negro Children--Multiple-Choice Part of the Test of Knowledge

Groups		
A-B	2.568	corrected mean difference in favor of the B group, significant at the .01 level.
A-C	4.916	corrected mean difference in favor of the A group, significant at the .01 level.
B-C	7.484	corrected mean difference in favor of the B group, significant at the .01 level.

White Children--Multiple-Choice Part of the Test of Knowledge

Groups		
A-B	1.189	corrected mean difference in favor of the B group, significant at the .01 level.
A-C	4.903	corrected mean difference in favor of the A group, significant at the .01 level.
B-C	6.092	corrected mean difference in favor of the B group, significant at the .01 level.

Negro Children--"Can You Identify?" Part of the Test of Knowledge

A-B	1.617	The corrected mean difference is not significant.
A-C	2.378	corrected mean difference in favor of the A group, significant at the .01 level.
B-C	3.995	corrected mean difference in favor of the B group, significant at the .01 level.

White Children--"Can You Identify?" Part of the Test of Knowledge

A-B	2.568	corrected mean difference in favor of the B group, significant at the .01 level.
A-C	4.916	corrected mean difference in favor of the A group, significant at the .01 level.
B-C	7.484	corrected mean difference in favor of the B group, significant at the .01 level.

A review of the preceding data indicates that the gains were significant in all cases, but one: In case of the Negro children on the "Can You Identify?" Quiz the corrected mean difference gained between the A and B groups was not significant. However, the significant differences between the A and B groups, both of which were experimental, in all cases raises the question of "Why?" Although the gains between the A and C and B and C groups was completely expected, significant differences of the resulting magnitude between A and B groups were not.

An analysis of the enrollments of the two groups sheds little light on the problem. (See Table I). Group A has 46 percent Negro and 54 percent white children in it whereas Group B has 24.3 percent Negro and 75.7 percent white children. Group A, with a larger percentage of Negro children should, presumably have scored higher--if strong interest in the unit was an expression of race.

A more logical explanation is probably to be found in the teacher variable which accounted for the type of exposure to the unit which each group received. Although the teachers of experimental groups A and B were comparable in training and experience, the number of Negro teachers in Group A was considerably greater than the number of Negro teachers in Group B. Although considerable standardization in content, approach, and emphasis in teaching the unit was agreed upon during the workshop, there still remained much latitude for each teacher to pursue the topic in her own individual way. Complete standardization of procedures and time-table simply was not--and could not be--obtained. As a result, it may have happened that the predominantly white teachers of Group B felt freer to go beyond the limits and prescriptions agreed upon than the Negro teachers. This rationale may be especially valid in the case of Negro teachers teaching integrated classes in a predominately white community which may be partially hostile to them. As one Negro teacher in Group A remarked to the investigator, "I'm glad that this study was undertaken and that I was selected to be a part of it. If it accomplishes nothing else, it has served to break the ice for me in teaching the unit. Backed by the full authority of the Central Office of the Board of Education, I felt that, should any problems develop, I could always refer them to the Board. Up to now, I had not dared to teach it to any extent for fear of the reaction that it might cause among the parents of white children in my class. Even now, I proceeded slowly and carefully, feeling each step along the way. Next year, I will be able to teach it with greater confidence." Rightly or wrongly, this feeling may have been widespread among the other Negro teachers in the A group who found themselves in similar circumstances so that they tended to teach the minimum essentials of the unit as outlined in the workshop, rather than to go beyond them. The white teachers, on the other hand, considering themselves more secure from personal criticism may have felt freer to go beyond the basic requirements of the unit.

Another possible explanation is an extension of the above view. The white teachers, feeling themselves on the spot consciously or unconsciously, sought to work harder on the unit with their children so that significant gains in knowledge would be assured to accrue. They may have felt that their groups' scores would serve to reflect their own commitments to the purposes of the unit and the study or the presence of prejudice in their attitudes.

Finally, personal teaching techniques, rapport with the class, or other factors not measured by any of the instruments used may have accounted for the difference in gains between the two groups. This is possible, but not very likely for the training, background, and professional experience of the teachers of both groups was quite comparable. Perhaps the exact reason cannot be known, but some factor not accounted for apparently is operative. The initial scores of the two groups on the Test of Knowledge (see the section on Method) were too close to permit any other explanation. It certainly does not seem to have to be due to a difference in the ability of the groups, their previous knowledge of the subject, or related factors.

The Piers-Harris Self-Concept Scale. Significant gains at the .05 level between the pre-and-post tests of the Piers-Harris Self-Concept Scale were recorded for Group A, for both the Negro and the white children in that group. Group A, it may be recalled, is the experimental group whose children attend schools in their own neighborhood. Most of these schools were located in the inner core city. This finding, therefore, is extremely important, indicating that the curriculum to which these children are exposed apparently can make a difference in the way they see themselves. The fact that the self-concept of the white children in this group was also improved significantly--and that by a study of Negro history and culture--would tend to indicate that there is a framework common to both races with respect to which children develop conceptually. Part of this framework seems to be related to the self-concept of the people with whom the children have contact and is not dependent on race. Thus, when the self-concept of Negro children is raised through the study of the unit, the self-concept level of the children of the white race appears also to be raised by the process of association: As the Negro child in a group begins to understand the sense of his own and his race's worth to the progress of the United States--and beyond that to all mankind--the white child, who is compelled by circumstances to associate with, and live in a community where Negroes live, also develops a greater sense of worth and importance. By raising the self image of one, the self image of the other group is also improved.

However, the question should now be raised as to why the B Group also did not evidence a similar gain in self-concept scores. Several factors might help to account for this phenomenon, but the most probable one is the lack of continuity into after-school activities of the student population comprising the B Group, and the self-indentification which such continuity tends to bring in terms of the value orientations of the group. The frame of reference of the two sub-groups, the transported and non-transported pupils which formed the B Group, were quite diverse. As a result, they did not possess the same self-identification to their group as a whole which the A Experimental Group did. Thus, the implications of the study of the unit did not affect them in the same way as the A Group, although generally they scored higher on the Test of Knowledge. It would seem, therefore, that a common initial conceptional and value oriented framework is desirable for the greatest gains on the self-concept scale if this is to be effected.

The Sociometric Device. Tests of significance at the .05 level or better for a category were obtained only in the case of Group B and then only in the "Study" category. Two questions at least can be raised on the basis of these findings:

1) Why did not the A Group also have a significant change?
2) Why was this significance in the B Group limited to the "Study" category?

Although no absolute answers can be given to these questions, certain observations can be made about them. Each question will be discussed in respective order. There is at least one factor in the situation that may account for the lack of significant changes in the A Group. The children in this group, living as they did in an integrated neighborhood, were acquainted with members of the other race. Existing attitudes had already been firmly set from experience, personal contact, home environment, and social, community, and peer pressures.

On the other hand, several factors favored change among the children of the B Group. The transported sub-group--most, but not all of whom were Negroes, had been carefully selected as previously described. They fitted well for the most part in their new school environment. The attitudes of the non-transported sub-group, most of whom were white, had not been firmly fixed by contact with individuals from the other race. Although these non-transported children had undoubtedly been influenced in their racial attitudes by the home and community--indeed, in some cases a concerted attempt may have been made in a negative direction--it is possible that they continued to be somewhat more open-minded. Some of their stereotypes of the other race (Negro or white) had undoubtedly been shattered in September in the initial contact and classroom experiences which the two sub-groups of B had with each other. The attitudes of the sub-groups seem to have been still further affected through the study of the unit. For some this may even have been a traumatic experience, especially in view of the racial situation existing in the city and the strong racial views of some parents. As a result, both Negro and white children became more inclined to accept each other on a basis of academic equality--hence, the significant change in the "Study" category. However, in terms of the social aspect "Sit" or the social-athletic category "Play" no clearly discernible changes took place. In the case of Group B, too, attitudes and traditions relating to social contact appeared to be too strong to be overcome by a relatively short study of Negro history.

More light on the problem is shed when the data from the individual classes is analyzed separately. Only in one instance was there a change in a negative direction and this occurred only in case of the student's third choice. In all other instances there either was no discernible change in the sociometric results or this change was clearly in a positive direction. The findings of the study tend to indicate that at least in terms of certain classroom activities--i.e., in study--cleavages according to race was reduced by a study of the unit.

Conclusions, Implications, and Recommendations

Under this heading, each of the objectives initially listed for the study in the introduction will be listed, together with the conclusions derived for each from the study. Afterwards, some general implications and recommendations will be given.

Conclusions. The following tentative conclusions may be drawn for each of the objectives of the study based upon the findings obtained.

Objective a: To determine if racial cleavage in children can be lessened by a study of the Negro's heritage and his contributions to America.

When the changes in cleavage that took place during the study were tested for significance, significant positive changes occurred in classes of the B group, but only on the academic criteria of study. Similarly, when the data was analyzed for the group as a whole, the changes took place only on the academic aspects being considered, that of "Study" together, and in this instance only on the first choice and the third choice of the pupils. The second choice in the B group was not affected. When the choices were lumped together, irrespective of the order in which they were made, and analyzed in this way, significant changes again were observed only in the B group in the "Study" category, but this time the change was way beyond the .01 level of confidence.

On the basis of these findings, it may be tentatively concluded that racial cleavage in children can be lessened by a study of the Negro's heritage and contributions to America. However, such lessening of cleavage is most likely to take place between groups who have had little or no previous prolonged contacts with each other, groups whose patterns of relationships to each other have not yet had a chance to crystallize. Even in such instances, the changes that are effected, though often highly significant statistically, occur in areas of relationship such as "Study," which most often meet the approval of society. Changes in areas, such as those having social elements, which involve the disapproval of society--i.e., the family and the community--are much less likely to occur. If they do, the changes take place much more slowly and less dramatically.

Objective b: To determine the influence of community contacts upon racial cleavage.

Conclusions relating to this objective were presented, in part, with those for Objective a. However, they will be restated again here, with the focus being centered upon the present objective.

In terms of racial cleavage within a classroom, the non-transported group did not show any significant degree of change on the socio-metric device between the pre- and post- set of data. However, the B group, which included some transported pupils, did show a significant degree of change on one criterion, the "Study" criterion, irrespective of the way in which the data was analyzed. The unit therefore seemed to be effective in reducing cleavage in at least the academic area of classroom relationships in the case of children who have had little previous contacts with each other. At the same time, these results seem to indicate that extended community and school contacts between the races over a period of time stabilize the relationship so that it is apparently little affected by study of a unit such as the one forming part of this project.

Objective c: To determine the improvement of the Negro child's self-concept when he has knowledge of his heritage.

Objective d: To determine the improvement of the Caucasian child's self-concept by a study of the Negro's heritage and contribution to America.

The contribution of the curriculum to the improvement of the self-concept of both Negro and white children was found to be significant for Group A, the non-transported children. The same level of significance (.05 level) was maintained when the data was analyzed for the group as a whole, for only the Negro children, and for only the white children. It appears, therefore, that the curriculum can help improve both the Negro and white child's self-concept in certain cases--when both Negro and white child live in close proximity to each other.

Objective e: To determine the influence of community contacts upon children's self-concepts.

This objective essentially is covered in the two just discussed above. No significant changes in the self-concept of the children of the B group were evident, but significant changes did occur among those of the A group, for the group as a whole, as well as for the Negro and white children as separate sub-groups of that group. Hence, it seems that both the white and Negro children, as a result of their living in the same community environment, have developed a poor image of themselves. This low self-image among the white children seems to be related to the fact that they are living in a racially integrated neighborhood, rather than to the matter of socio-economic level, since the three groups A, B, and C were similar to each other on this important characteristic. Through the study of Negro history, it appears that not only the self-concept of Negro children can be raised, but also that of white children. This phenomenon is due apparently to the fact that white children, in realizing the importance of the American Negroes' contributions to the progress of the United States and mankind, improve their image of the Negro and, thus, indirectly of themselves--since, as a result of circumstances, their friends and playmates often are Negroes: They understand that their associates of this race are important and that members of that race made contributions of immeasurable benefit to our country and the world.

Objective f: To determine the characteristics which are related to positive change in (a) knowledge and (b) self-concept in both the Negro and Caucasian child.

Because the case studies, which apply to this objective, were not conducted to provide conclusions, but rather to derive hypotheses and to point out directions for further research, they appear in Appendix J, together with a summary and analysis.

In summary, then, the study attempted to determine the influence of the curriculum upon the racial understandings of children, and--more basically--its influence upon the improvement of the children's self-concepts and in reducing cleavages along racial lines in the classroom. The results appear to indicate that, under certain conditions, the curriculum can serve effectively both to improve the self-concepts of children and also to reduce existing cleavages along racial lines in a classroom. In short, it can, with limitations, serve to improve the racial understandings of children.

Implications. The results from both parts of the Test of Knowledge tend to indicate that children do learn about Negro history and culture when exposed to content on these topics. White children appear to learn this material as readily as Negro pupils. Emotional factors--as they may exist in either group--do not seem to be a deterrent to the learning process. Both Negro and white children do learn about Negro history and culture, possibly with no more difficulty or emotional involvement than they learn any other part of the curriculum. Therefore, although material relating to the history of the American Negro and his contrubutions might preferably be incorporated into the rest of the curriculum at appropriate and pertinent points, until such time when this is done on a sufficiently wide scale and in depth, isolated study of the Negro's accomplishments through a unit of the type used in this project appears to have no detrimental effects upon the psychological make-up of the children or upon any of their inter-class personal relationships.

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Objective f: To determine the characteristics which are related to positive change in (a) knowledge and (b) self-concept in both the Negro and Caucasian child.

Because the case studies, which apply to this objective, were not conducted to provide conclusions, but rather to derive hypotheses and to point out directions for further research, they appear in Appendix J, together with a summary and analysis.

In summary, then, the study attempted to determine the influence of the curriculum upon the racial understandings of children, and--more basically--its influence upon the improvement of the children's self-concepts and in reducing cleavages along racial lines in the classroom. The results appear to indicate that, under certain conditions, the curriculum can serve effectively both to improve the self-concepts of children and also to reduce existing cleavages along racial lines in a classroom. In short, it can, with limitations, serve to improve the racial understandings of children.

Implications. The results from both parts of the Test of Knowledge tend to indicate that children do learn about Negro history and culture when exposed to content on these topics. White children appear to learn this material as readily as Negro pupils. Emotional factors--as they may exist in either group--do not seem to be a deterrent to the learning process. Both Negro and white children do learn about Negro history and culture, possibly with no more difficulty or emotional involvement than they learn any other part of the curriculum. Therefore, although material relating to the history of the American Negro and his contrubutions might preferably be incorporated into the rest of the curriculum at appropriate and pertinent points, until such time when this is done on a sufficiently wide scale and in depth, isolated study of the Negro's accomplishments through a unit of the type used in this project appears to have no detrimental effects upon the psychological make-up of the children or upon any of their inter-class personal relationships.

There appears to be no pedagogical reason, therefore, why material relating to Negro history cannot be included in courses of study and in textbooks.

This finding has important implications for curriculum developers. These specialists need not be hesitant to include material in the curriculum relating to racial and other minorities, for fear of causing emotional problems to the children who will study it. Similarly, textbook writers and publishers should also give greater consideration to the inclusion of more material about the Negro—and indeed all groups contributing to the growth and progress of the United States.

The findings, based upon the data from the socio-metric instrument, seem to indicate that in terms of inter-personal relationships in a classroom in which both Negro and white children are present, the type of curriculum which they study can assume considerable importance under certain circumstances. Although cleavages along racial lines cannot be reduced significantly in every case, important improvements can be effected through the curriculum.

The fact that no significant changes in the A group were recorded by the socio-metric data tends to underscore both the strengths as well as the limitations of this approach. It appears that the curriculum can have an effect upon the interpersonal relationships of the children in a classroom. However, this effect appears to be operative primarily in the case of academic, rather than social relationships—and then only in the case of groups which have had relatively little previous contact with each other so that their relationships to each other have not yet crystallized. Thus, the B group changed significantly in the direction of greater interpersonal, academic interaction, but the A group, whose children were well-acquainted with each other, did not. From this finding it may be possible to assume that changes, through education, in the direction of greater inter-racial activities, are harder to effect among groups which have known each otherfor a long time, and—

conversely—much easier to bring about through education among groups whose initial contact has been relatively short in duration and has been a reasonably pleasant one. It might be well, therefore, that increasing opportunities for contact be made available for children of the Negro and white race who have not had previous extended opportunities to become acquainted with each other; that every effort be exerted to make these opportunities pleasant; and that the initial contacts possibly be preceded—and certainly be accomoanied by—an educational program familiarizing the children with the history and accomplishments of the minority group. The fact that, for some children in Group B, much of their previous training and understanding of th other race had been largely negative gives this view added weight. It might be contended, therefore, based upon these findings, that the greatest attention in intercultural education should be devoted to such populations as comprised by the B Group—wherein the children have not previously really known individuals from another on a personal basis. Apparently, such populations—despite their background training--have not yet built up strong personal emotions, one way or the other, regarding the other racial group. Hence, they are more receptive to new ideas, concepts, and views which then find expression in their inter-personal relationships with members of the other group. Reliable information, coupled with positive experiences, seem to effect positive changes in the inter-racial relationships.

However, the degree to which these changes can be effected is limited, in this instance being restricted to the academic area. Other approaches and further experimentation is necessary to determine if such changes in a positive direction can be effected in non-academic areas of school life. Perhaps such changes might more readily occur as a result of teaching techniques, the educational climate, and the personal factors of teachers and pupils rather than through the formal mastery of content or the development of a conceptual understanding about other racial groups. Nonetheless, the finding that the curriculum can effect a reduction in classroom cleavage--that it can create better inter-racial class atmospheres--among children whose previous inter-racial understandings have sometimes been negative, assumes considerable importance. It, too, has implications for curriculum specialists in both public schools and in publishing firms regarding the type of material they develop.

Finally, the finding that the curriculum can have a positive effect upon the self-concept of the children who study it, both Negro and white, likewise has tremendous implications for all who are in any way involved with curriculum development: teachers, administrators, curriculum specialists, textbook writers, and book publishers. Here, again, a need is indicated for sufficient materials of high quality which portray more adequately the role of the American Negro, past and present. At the risk of reiteration, it should be stated once more that such material will benefit not only Negro children psychologically, but also many white children.

The results of this study would seem to imply, furthermore, that curriculum developers should seek to incorporate material about the American Negro into the total curriculum of the school as soon as possible, rather than in isolated form (as is now so often the case). Curriculum developers thus have not only an enormous opportunity, but also a tremendous responsibility to America's children and to America's future in terms of inter-racial developments.

The present study does not explore the extension of these findings to other races besides that of the Negro and Caucasian, to religious groups, or to nationalities in the United States. It would be logical to assume that these findings also have some applicability to such groups. Further research, however, is needed before definite conclusions can be drawn in this respect.

By way of a summary, then, it appears that the content of the curriculum and the curricular materials can determine significantly the mental and emotional outlook of school children.

All this places upon curriculum makers both a tremendous responsibility and an enormous opportunity. They have the responsibility to present accurately the role of the Negro in the formation of America, to give adequate balance and emphasis to his contributions, and to provide children with an opportunity to learn more about his accomplishments. By helping children to know more about the history and past of their particular race or minority group, they can at the same time help the students to gain a better perspective of themselves, of their personal worth, and potentialities for accomplishments.

Recommendations. The findings of this study, though restricted solely to the problem of Negro-white relationships and self-perception, may have much broader implications. It would seem reasonable to assume that similar factors are operative and similar results would be obtained if a study of this type were carried out with groups of children from other races than Negroes and whites, and from other nationalities and religious majorities-minorities in a community.*

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* Care must be taken in applying the findings of this study to other groups. In some cases, the minority group--especially those formed on the basis of nationality or religion--may already have as high a self-concept of itself as does the majority group. Education thus may help improve the inter-group relationships, but do little in terms of raising the self-concept of the subjects.

The findings also seem to place an obligation upon all groups and individuals involved in curriculum development to provide adequate materials for the study of other peoples and races; for this is likely to remain the most important way by which children will learn about groups other than their own. This material will need to be balanced, factual, informative, and accurate. This education should be coupled, whenever possible, by opportunities for different groups of children to meet, work, and play together--to actually get to know each other. Perhaps the school program should be so designed to provide more of these experiences--especially among those children who have not had a chance to be with others than their own immediate racial, religious, or nationality group. For those children who already have close contact with minority groups as well as the children of these minority groups, perhaps a study of a minority may help to raise or improve the self-image of both the majority and minority. However, further study is needed with respect to other groups before generalizations as broad as this one can be made.

Summary

The study attempted to determine the influence of the curriculum upon the racial understandings of children, and in particular, the influence it might have upon the improvement of the children's self-concepts and in reducing cleavages along racial lines in the classroom. It had the following objectives:

a. To determine if racial cleavage in children can be lessened by the study of the Negroes' heritage and his contributions to America.

b. To determine the influence of community contacts upon racial cleavage.

c. To determine the improvement of the Negro child's self-concept when he has knowledge of his heritage.

d. To determine the improvement of the Caucasian child's self-concept by a study of the Negro's heritage and contribution to America.

e. To determine the influence of community contacts upon children's self-concept.

f. To determine the characteristics which are related to positive change in (1) knowledge and (2) self-concept in both Negro and Caucasian children.

Rationale. The importance of the problem motivating the study is described next. Although racial integration has occurred physically in many school systems, ipso facto segregation continues to exist among the children in many classrooms. However, the United States has been committed as a nation to the elimination of racial segregation. As part of the process to end segregation, and by the 1954 decision of the Supreme Court, all public schools in the nation must be open on an equal basis to children of all colors. In 1957, Congress enacted the first Federal Civil Rights bill since Reconstruction, which has been followed by much subsequent legislation on the matter, culminating in 1965 in the historic Voting Rights Bill.

The problem of human rights also received major emphasis at the 1960 White House Conference on Children and Youth, with the conferees overwhelmingly opposed to segregation and its concomitants. The Conference recommended thirty-six ways in which to accelerate the elimination of discrimination and segregation from education, community organizations and services, suffrage, housing, employment, and religion. Suggested also was the creation of National Institute for Social Health and a National Human Relations Commission to promote research, "social justice for children and youth," and better communication between groups. The . . . . "ideal of true equality is becoming a real and vigorous 'idea'; it is an idea whose time has come."

However, physical integration does not necessarily mean social and psychological integration. Cleavage along racial lines, for instance, continues to exist among the children in many integrated schools, resulting in ipso facto segregation. In order for the Great Society to be realized in the years ahead, all Americans, regardless of their race, must be accepted as Americans on the same basis. There can be no "Second Class Citizenship."

The citizens of tomorrow are the school children of today. The attitudes which they acquire as children will determine their actions as adults. Children who have learned to live on the basis of equality with peers of all races are more likely to continue this behavioral pattern when they attain maturity; such deeply embedded behavior patterns are less likely to change in adulthood. Conversely, negative attitudes, strongly reinforced during years of childhood and adolescence, are difficult to change in adulthood. America's children thus attend the nation's schools during a period in their lives which is crucial in the development in their attitudes.[1] An extraordinary opportunity thus is presented to the schools to become instruments for attitudinal change. Thus, the problem is: can cleavage among children of different races, as exhibited within a classroom, be changed through the curriculum?

The results of this study--it is felt--indicate that within certain limits the curriculum can contribute to greater understandings and also assist in decreasing racial cleavages among children in the classroom. The study, restricted as it is to the fourth grade level provides information only for children of that level, but it is also reasonable to assume that the current findings may have equal pertinence at other grade levels, especially those below the fourth grade where children's attitudes and prejudices are not so firmly fixed.

Procedures. In 1963, the Gary Public School System adopted a new social studies curriculum in which a unit on the American Negro was included for grade four (see Appendix B). This unit was the curriculum content used in the investigation. In addition to the resources suggested in the unit, other instructional material was included (see Appendix C).

Twenty-six classes participated in this study. Of this number, nineteen were designated as experimental groups and seven as control groups. The classes were equated on the basis of race, intelligence, achievement, and socio-economic level. Intelligence was determined by the data available from commulative records. Achievement was gauged by the results of the achievement tests administered to the children during the previous year. The Gary School System had this data readily available so that the task of equating the groups on the basis of these two criteria was turned over to one of the personnel involved in the project from the System. This individual had adequate training in Tests and Measurements as well as a knowledge of research design and procedures. The socio-economic level was judged: (a) by a rough comparison of the parental occupations of the children, obtained from the cumulative records, and (b) by use of "A Measure of Social Class

Identification" (see Appendix D) as a final, refined index of socio-economic level. It had been hoped that the three groups of teachers participating which had been randomly selected, would have been homogeneous as far as the factors of race, age, sex, and teaching experience are concerned, but practical considerations at Gary made exact balance and composition of the groups impossible to obtain. It may be assumed, therefore, that interactions were present which were not ascertained. Therefore, the conclusions of the study must be based upon this limitation.

Several other assumptions have been made with respect to this study. It is assumed that racial cleavage is a product of racial prejudice and that by measuring the degree of such cleavage in the classroom, one indirectly is measuring the degree of racial prejudice that exists there. Of course, other factors such as personality and economic level may also be operative.[13] In so far as these factors apply both to the Negro and Caucasian children in a class, they tend to cancel each other. On the basis of this consideration, then, even though--as will be seen--no significant changes occur in some aspects of the socio-metric data obtained after the children had studied the unit, it can not be concluded that no attitudinal changes had occured, since many other variables are involved. On the other hand, the reductions in racial cleavage that actually did take place can be attributed, with some degree of confidence, to the study of the unit.

Composition of the Classes. The classes participating in this study were divided into three groups, the first two being experimental.

Group A - Ten classes of Negro and white children from the same neighborhood.

Group B - Nine classes of Negro and white children from different neighborhoods. Some children in this group were transported because of over-crowded conditions in their own neighborhood schools.

Group C - Seven classes of Negro and white children from the same neighborhood. These were the control group.

An attempt was made, unsuccessfully, to include only integrated classes which consisted of at least twenty-five per cent of one race. This ideal percentage could not be met because of certain other demands of the study and the extreme mobility of the school population in some schools in Gary. By the time the classroom phase of the study actually began, population shifts in the city had occurred which changed the composition of some of these classes and gave them less than the ideal ratio. As a result, the socio-metric data from two classes could not be used and is not included with the data herein presented.

Gathering the Data. The teachers from the participating classes attended an initial in-service workshop where the study was discussed and explained. Subsequently, a series of workshop sessions were held for the teachers of the experimental classes where the unit was reviewed and the procedures used in teaching it were considered and agreed upon. During these latter workshops, the teachers assisted in developing and refining some of the items to be used in constructing the Test of Knowledge. Lastly, all instruments used in the study were explained to the teachers, including their purposes; and instructions were provided for the administration of each. A schedule was set up for pre-testing, teaching the units, and post-testing.

The socio-metric instrument was administered to all the racially integrated experimental and control groups (see Appendix G). Each child was asked to make choices from the children in his room in three areas: academic, social, and athletic. Each child made nine choices altogether.

"The Piers-Harris Measure of Self-Concept" (see Appendix F) was administered to all the pupils. This instrument was selected because it is useable with children of this age group, and because it can be administered en masse to a class.

The self-concept of all children in a class was measured, because the investigator felt that significant changes may occur from a study of the unit among the Caucasian children in a class as well as among the Negro. A Caucasian child living in an integrated neighborhood, for instance, may have a low concept of himself because circumstances compel him to live in such a community. By raising his concept of the Negro through a study of the race's contribution to American and world culture, the investigator felt that considerable likelihood arose that the Caucasian child's self-concept also will be improved.

A test especially constructed for use in this project determining the pupils' knowledge of American Negro history and culture was administered to all participating classes (see Appendix E).

An attitudinal scale or a scale of social distance was not included in the study because both the investigator and the Gary school officials deemed the use of such an instrument inadvisable at the present time. The sociometric devise employed has the advantage in that race is not even mentioned in its use. Indeed, none of the instruments emphasized the racial element in any way, with the exception of the factual test which covers only in the most positive manner that information normally considered in the unit. By using this approach, the children were not made conscious of the purposes of the study, nor unduly aware of racial differences which may exist among them. An attitudinal scale or a scale of social distance, by its very nature, needs to include negative elements and to consider various alternatives in which the factor of racial differences must be included. These alternatives cannot always be positive in nature if a satisfactory instrument is to be constructed.

Furthermore, attitudinal scales, being generally based on verbal responses, do not always reflect an individual's true behavioral pattern.

Knowing that certain responses are desirable, that they represent for instance, a "tolerant" liberal attitude, he may verbalize these freely in responding to items on an attitudinal scale; but if actually called upon to practice this behavioral pattern, he may be most reluctant to do so. By the time children have reached the elementary school, they have begun to differentiate between what they may espouse verbally and what they do actually in practice.

The next step in carrying out the study was to teach the unit on "The American Negro." Only the experimental classes (Groups A and B) were taught this unit.

When the teaching of the unit was completed, the socio-metric instrument, "The Piers-Harris Measure of Self-Concept," and the test of factual information was given to the children in all the classes. In case of the third instrument, a different form was used for the part which consisted of multiple choice items. The part consisting of the "Can You Identify?" Quiz remained the same.

Case studies of prejudice and related factors then were made of five white and five Negro children who had shown the greatest degree of positive change in knowledge on the factual test and a like number of children who had shown the least degree of change. Five white and five Negro children who had shown the greatest degree of change on the Piers-Harris Measure of Self-Concept similarly were studied, as well as the like number who had shown the least degree of change. A total of forty children were studied. These studies were not conducted to provide conclusions, but rather to derive hypotheses and to point out directions for further research. These forty case studies together with a summary analysis of the information provided therein are to be found in Appendix J.

Analyzing the Data. All the data for each instrument was analyzed to determine if any significant differences developed as a result of the children's study of the unit. Calculations sought to determine if a reduction in classroom racial cleavage is related to an increase in factual knowledge about the Negro and to an improvement of the children's self-concepts.

The data of the socio-metric device was analyzed by the McNemar technique for significance of change to determine if there was a reduction of racial cleavage in each integrated class and for each group as a whole. In cases where the expected frequencies were less than five, the binomial test was employed. The data on the pre- and post-test results of the Piers-Harris Measure of Self-Concept and the Test of Knowledge (both its multiple choice section and its indentification quiz) were analyzed for significant differences by means of co-variance. This technique was employed to minimize the possibilities of extraneous factors influencing the results of the study. For instance, at the time that the unit was being taught to the experimental classes much publicity was being given to Negro accomplishments by the various media of communication in the city of Gary. As a consequence, another technique, such as the one of mean difference, would possibly have affected the results of the study to incur a possible significant gain also in the control group.

Each of the previously stated objectives will now be discussed in terms of the analytic procedures used and the findings which resulted.

Objective a: To determine if racial cleavage in children can be lessened by a study of the Negro's heritage and his contributions to America.

The McNemar test for the significance of changes or the binomial test, as may have been appropriate in each instance, were employed to determine the significance of changes on the socio-metric device as a result of the study of the unit. The techniques were applied for both the experimental and control classes for each of the three socio-metric items as well as for each experimental and control group as a whole. The same procedures were used on the post set of data for each classroom and for each group. Significant changes occured in classes of the B group and then on the academic criteria of study. These changes were either at the .05 level or the .01 level of confidence. Similarly, when the data was analyzed for the group as a whole, the changes took place only on the academic aspects being considered, that of studying together and in this instance only on the first choice and the third choice of the pupils. The second choice in the B group was not affected. The choices then were lumped together irrespective of the order in which they were made and analyzed separately, again significant changes took place only in the B group in the "Study" category, but this time the change was way beyond the .01 level of confidence.

Objective b: To determine the influence of community contacts upon racial cleavages.

In terms of racial cleavage within a classroom the non-transported group did not show any significant degree of change on the socio-metric device between the pre- and post-set of data. However, the B group which included some transported pupils did show a significant degree of change on one criterion, irrespective of the way in which the data was analyzed: the unit seemed to be effective in reducing cleavages in at least one aspect of classroom relationships, that of the academic area. Extended community contacts between the races over a period of time therefore appeared to stabilize the relationship so that it is little affected by the study of a unit such as the one included in this project.

Objective c: To determine the improvement of the Negro child's self-concept when he has knowledge of his heritage.

Objective d: To determine the improvement of the Caucasian child's self-concept by a study of the Negro's heritage and contribution to America.

The contribution of the curriculum to the self-concept of both Negro and white children, analyzed by means of the covariance technique, was found to be significant at the .05 level for group A, the non-transported children. The same level of significance was maintained when the data was analyzed for the group as a whole, for only the Negro children, and for only the white children. It appears, therefore, that the curriculum can help improve both the Negro and white child's self-concept in certain cases--when both Negro and white child live in close proximity to each other.

Objective e: To determine the influence of community contacts upon children's self-concepts.

The influence of community contacts was evaluated by examining the pre- and post- self-concept scores for the A group, the non-transported pupils, and for the B group, the transported pupils. No significant changes were evident in the B group children, but significant changes did occur among the A group as a whole, as well as for the Negro and white children as separate sub-groups of that group. These differences in each case were significant at the .05 confidence level.

Objective f: To determine the characteristics which are related to positive change in (a) knowledge and (b) self-concept in both the Negro and Caucasian child.

Because these studies were not conducted to provide conclusions, but rather to derive hypotheses and to point out directions for further research, they appear in Appendix J, together with a summary and analysis.

Discussion. The results from both parts of the Test of Knowledge tend to indicate that children do learn about Negro history and culture when exposed to content on these topics. White children appeared to learn this material as readily as Negro pupils. Emotional factors--should they exist in either group--do not seem to be a deterrent to the learning process. Without exception, both experimental groups made significant gains on both parts of the Test of Knowledge which were at least at the .01 level as compared to the control group. There appears to be no psychological reason, therefore, why material relating to Negro history cannot be included in courses of study and in textbooks. Apparently, neither white nor Negro children will be adversely affected in any manner by its inclusion.

Significant gains at the .05 level were recorded on the Piers-Harris Self-Concept Scale for group A, the non-transported group, for both the Negro and the white children in that group. Most of the schools which were attended by these children were located in the inner-city where an integrated housing situation exists, more or less. This finding is extremely important, indicating that the curriculum can make a difference in the way that children see themselves. The fact that the self-concept of the white children in the group also improved significantly tends to indicate that certain inter-racial factors are operative here which might be more closely related to the way the children in this group view themselves as a whole rather than to any elements of race. Thus, by raising the self-concept level of the children of one race, the level of the children of the other race appears also to be raised. That is, the Negro child in this group begins to develop a sense of his worth and his race's importance, the white child who associates with him also develops a greater sense of worth and importance. By raising the self-image of one, then, the self-image of the other is also improved.

On the socio-metric instrument, tests of significance at the .05 level, or better, for any particular category were obtained only in the case of group B and then solely in the "Study" category. This finding seems to indicate that in terms of inter-personal relationships in a classroom between children of two races, their curriculum is important under certain circumstances. Although cleavages along racial lines could not be reduced perceptibly in case of the two other categories which were tested, the athletic and the social, an important improvement at least was made in the "Study" category. Thus, the types of changes which the curriculum can serve in terms of improving inter-racial understandings are also limited.

The fact that no significant changes in the A group were recorded by the socio-metric data tends to underscore both the strengths as well as the limitations of the unit in improving inter-racial understandings in a classroom. Children living together in an integrated neighborhood have already established their patterns of inter-racial relationships. Those children in this group which have racial biases do not readily change as a result of the curricular content. Apparently their attitudes already have been deeply set by personal contact, home environment, their community, and their peers.

The findings of this study do seem to indicate, though, that children of the two races who have known each other only for a short time on a personal basis are more likely to be influenced by curricular content with respect to the classmates they choose as their associates. The findings of the study, therefore, tend to indicate that, at least in terms of certain classroom activities and groups of children, cleavages according to racial lines can be reduced by curricular content.

Conclusions. The conclusions to be drawn from this study will be divided into three parts, each relating to the specific instrument that was used in the investigation: the Test of Knowledge, the Piers-Harris Self-Concept Scale, and the Socio-metric Instrument. Most of the conclusions here have been touched upon elsewhere, especially in the section under "Discussion," so that at this point they will simply be restated and summarized.

Conclusions from the Data of the Test of Knowledge. The results from the Test of Knowledge tend to indicate that children, both Negro and white, do learn about Negro history and culture possibly with no more difficulty or emotional involvement than they learn any other part of the course of study. White children do not appear to resist such a study, but--on the contrary--the data indicates that they are about as interested in learning this material as Negro children. At the same time, Negro children studying the unit did not become appreciably self-conscious or emotionally involved. Therefore, although material relating to the history of the American Negro and his contributions might preferably be incorporated into the rest of the curriculum at appropriate and pertinent points, until such time that this is done on a sufficiently wide scale and in depth, isolated study of the Negro's accomplishments through a unit of this type does not appear to have any detrimental effects upon the psychological make-up of the children or upon any of their inter-class personal relationships.

This finding has important implications for curriculum developers. These specialists need not be hesitant to include material relating to racial and other minorities in the curriculum, for fear of causing emotional problems to the children who will study it. Similarily, textbook writers and publishers should also give greater consideration to the inclusion of more material about the Negro--and indeed all groups contributing to the growth and progress of the United States.

The Sociometric Instrument

The results of this part of the investigation indicate that ordinarily study about the Negro does not have a detrimental effect upon pupil relationships in a classroom. On the contrary, if it has any effect it will be for the better--improving intra-class, inter-racial, personal relationships. This finding should do much toward dispelling fears of educators who feel that a study of the subject may provoke negative responses of the racial sub-groups in a classroom. Although positive change was effected in only one group (the B group) and then solely in one category, this change was significant--and highly so--when the pupils' three choices were taken together instead of by order of choice. Considering the fact that for the children of Group B intensive inter-racial contact was a relatively new experience and that for some of them much of their previous training and understandings about members of the other race had been negative, the finding assumes increased importance: The curriculum can help to create better inter-racial class atmospheres. It, too, has implications for curriculum specialists in both the public schools and publishing houses for the type of material they develop.

The Piers-Harris Self-Concept Scale. The self-concept of children apparently can also be improved through the curriculum. The study of the unit on American Negro History not only helped to improve the self-concept of the Negro children in experimental Group A who studied the unit, but also of the white children in their group. This one finding has tremendous implications for all who are any way involved with curriculum development: teachers, administrators, curriculum specialists, textbook writers, and book publishers. Here, again, a need is indicated for sufficient materials of high quality which portray adequately the role of the American Negro, past and present. Such material will benefit not only Negro children psychologically, but also many white children. Furthermore, these findings would seem to imply that curriculum developers should seek to incorporate this material about the American Negro into the total curriculum of the school, rather than solely in isolated form. Thus, curriculum developers have not only a responsibility, but also an enormous opportunity

The study does not explore the problem of the extension of these findings to races other than the Negro and white, to religious groups, or to nationalities in the United States. It would be logical to assume that these findings may also have some applicability to such groups. Further research, however, is necessary before definite conclusions in this respect may be drawn.

Postscript. The content of the curriculum and the curricular materials can determine significantly--it appears--the mental and emotional outlook of school children. This places upon curriculum makers both a tremendous responsibility and an enormous opportunity. They have the responsibility to present accurately the role of the Negro in the formation of America, to give adequate balance to his contributions, and to provide children with an opportunity to learn more about his accomplishments. By helping children to know more about the history and past of their particular race or minority group, they can help the students gain a better perspective of themselves, of their personal worth, and of their potentialities.

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APPENDIXES

APPENDIX A

SUMMARIES OF STUDIES RELATING TO THE PROJECT

Appendix A

Notes on Related Research

Research dealing with the problem here is reviewed in a catechismal form with certain questions pertinent to the study being asked and literature being cited to provide the reply. Then follows a selected, comprehensive bibliographic list of books and studies relating to the topic.

^{1}Question: How necessary is such a study?

Answer: Very necessary.

Anne Phillips McCreary, "Intergroup Relations in the Elementary School," The Journal of Teacher Education Vol. XIV, 1963, pp. 74-79.

"Prejudice is not only a world-wide problem but also a crucial factor in world stability. At a recent conference sponsored by UNESCO a five-nation research program was set up to study prejudice in young people. Those attending the conference noted that group prejudices held by youth are a serious deterrent to both internal and international harmony and understanding. They pointed out, however, that these feelings and attitudes are learned, not inborn, and that the climate of opinion which prevails in national institutions has a strong influence on the development of prejudices. In light of this, the conference suggested that a statement be sent to teacher education centers emphasizing the value of helping teachers to learn ways to combat prejudice and to promote non-prejudiced attitudes."

^{2}Question: How important is the family upon a child's attitude about race?

Answer: Very important. The precepts and example of the home begin to exert their effects upon the child before the conscious teaching of other institutions of society, such as government, school, and church, can reach him.

E. R. Groves, The Family and Its Social Functions. Lippincott, 1940, 631p.

Groves says that the home, itself enmeshed in a cultural milieu, is one of the most powerful transmitters of the culture of the group.

Paul Landis and Carol Stone: The Relationship of Parental Authority Patterns to Teenage Adjustment: (1952)

The tone of much of the writing of recent years, ranging from Riesman to others, suggests that the adolescent is so dominated by peers that he has lost his individuality and finds meaning only in conforming to the codes of conduct of the gang. Young people at the secondary school level place family values far ahead of peer values. A large majority think highly of their parents, would not want to be greatly different than they are in basic values, and rely on them as a major source of guidance.

Corroborating Study: An unpublished report of a National Survey of Boys made for the Boy Scouts by the National Opinion Research Council (1954) yielded similar findings.

T. M. Newcomb and George Svehla, "Intra-Family Relationships in Attitude," Sociometry I (1937), pp. 180-205.

Since the child is more closely attached to his parents than to any other adults, it is plausible that his attitudes would correlate highly with theirs. This is confirmed by this study. Newcomb and Svehla reported that the correlations of mothers and fathers with sons and daughters for attitude toward the church are all above .55; for attitude toward war they are all above .40; and likewise for the attitude toward Communism. These coefficients indicate a substantial degree of agreement between the attitude scores for each parent and for each child. The authors believe that these similarities in attitudes are due partly to suggestion and partly to the fact that parents automatically bring the child into certain institutional groups, such as a given church or a given political party.

Helen G. Trager and Marion Radke Yarrow. They Learn What They Live. New York: Harper, 1952.

Within the family group, parents condition the attitudes of their children, sometimes unknowingly. Trager and Yarrow, interviewing parents, found that they didn't understand their own feelings of prejudice; that they often communicated prejudice and misconceptions to children through inadequate or imprecise explanations; and that they created for their children a negative set which might have been positive. The child, then, as he enters school, is much like a mirror, reflecting the attitudes which are important in the groups in which he functions as a member.

E. Frenkel-Brunswik and J. Havel, "Prejudice in the Interviews of Children: I, Attitudes Toward Minority Groups," Journal of Genetic Psychology, Vol. LXXXII, 1953, pp. 92, 132.

Parents . . . transmit to their children, not only specific social attitudes, but whatever predispositions to these attitudes lie within the individual's personality. This raises the question as to whether prejudice is transmitted directly, or else indirectly via a more general formation of character.

H. Trager and M. Radke-Yarrow, They Learn What They Live (New York: Harper and Company, 1952), p. 349. See also M. Radke-Yarrow, H. Trager, and J. Miller, "The Role of Parents in the Development of Children's Ethnic Attitudes," Child Development, Vol. XXIII, 1952, pp. 13-53.

Parent's teaching of intergroup attitudes is frequently unconscious and is rarely direct or planned. Only a few parents indicate that they are helping their children to feel respect for differences or are trying to help them resist the social prejudices around them.

On the basis of these and other studies, the investigator realizes the important role of the family in a child's attitudinal development. However, very often little can be done by the school, as an outside agency, to change parental attitudes. The researcher here is seeking solely to determine what effect the school curriculum can have upon classroom racial cleavage. Can education about race counteract and reverse that which the children have acquired elsewhere (home, peers, community, etc.)? The potential possibilities for success are considerable. As Bird has pointed out, very few families attempt vigorously to inculcate strong antipathies toward Negroes among their children. Moreover, with the lack of parental unanimity on the problem in some families, the influence of the school, especially in a program as herein suggested, may be sufficient to influence the child toward a more tolerant point of view.

3Question: Is the proposed study based on any particular theory of prejudice?

Answer: No. Research seems to indicate that a number of factors may be operative in attitude formation. With some individuals elements of personality may be involved, with others socio-cultural factors.

See, for instance, J. M. Masling, "How Neurotic is the Authoritarian?"

Journal of Abnormal and Social Psychology, Vol. IL, 1954, pp. 316-318; E. Frenkel-Brunswik, "Social Research and the Problem of Values: A Reply, "Journal of Abnormal and Social Psychology, Vol. IL, 1954, pp. 466-470. B. R. McCandles in Children and Adolescents, (New York: Holt, Rinehart, and Winston, 1960). reviews rather thoroughly the debate over authoritarianism and the F-scale; and G. W. Allport, in his book Pattern and Growth in Personality (New York: Holt, Rinehart, and Winston, 1961), p. 434, states that an unfortunate error was made in developing the original scale. "The items are unidirectional: an agreement is always scored as authoritarian. This fact has led some critics to claim that there is no elaborate authoritarian syndrome involved, but merely a tendency to acquiesce . . . a simple form of suggestibility . . . . The scale still correlates with ethnic prejudice, but the original elaborate theory of an authoritarian 'character structure' is placed under strain. One author (M. Rokeach) believes that a common trait of dogmatism is a better explanatory concept than the complex syndrome proposed by the original authors." See also J. L. Gilchrist, "Social Psychology," in Annual Review of Psychology, Vol. X, 1959, p. 247.

Studies Describing Prejudice as a Function of Personality Type:

Adorno, T. W., et al. The Authoritarian Personality. New York: Harper, 1950.

The essential contribution of this study was the definition of a personality type that appears to correlate highly with prejudice, supposedly a prejudice of a psychological nature rather than culturally originated. However, there has been much debate over exactly what the "Authoritarianism" or "F-scale" actually does measure.

Criticism of the F-scale

In the 1959 Annual Review of Psychology eight studies were reported in which the F+ was closely related to acquaiescence--that acquaiescence was a major aspect of the characteristics measured by the F+. The results of the F-scale also appear to be affected to a great degree by the behavior of the person administering the test. Thus, on the basis of these studies, both the validity and reliability of the scale has been seriously challenged; and such a challenge raises important questions, of course, concerning the conclusions reached in studies in which the F+ has been employed as the primary research tool.

T. Adorno, Else Frenkel-Grunswik, D. J. Levinson, and R. N. Sanford, The Authoritarian Personality (New York: Harper, 1950).

". . . The prejudiced individual seldom limits his targets; those prejudiced against Negroes tend to be prejudiced against Jews and Orientals as well."

B. Kutner, "Patterns of Mental Functioning Associated with Prejudice in Children," Psychology Monographs, Vol. LXXII, 1958.

"Among his second-graders Kutner observed that 'the prejudiced children are not only less capable of producing valid conclusions but the invalid ones they do produce are dogmatically held.' Kutner finds prejudiced children less able in forming concepts, more ready to jump to conclusions, poor in dealing with ambiguous problems, less task-oriented in problem-solving, more easily discouraged and perplexed in face of problems to be solved, less likely to show insight and understanding, and--generally--functioning cognitively in a fashion marked by rigidity and by intolerance of ambiguity. In Kutner's group. . . ., such traits are not a function of basic intelligence." (as measured).

G. W. Allport, The Nature of Prejudice (Boston: Beacon Press, 1954), p. 79.

"There is some evidence that children lacking basic trust in early life are prone to develop in later childhood a suspicious nature, including prejudice against minority groups."

G. W. Allport, The Nature of Prejudice (Boston: Beacon Press, 1954), p. 441

Prejudiced persons (are inclined) to "perceive the world as a jungle where men are basically evil and dangerous."

Studies Describing Prejudice as a Socio-Cultural Factor:

T. F. Pettigrew, "Regional Difference in Anti-Negro Prejudice." Journal of Abnormal and Social Psychology, Vol. LIX, 1959, pp. 28-36.

Pettigrew made a comparative north-south study of prejudice. In this investigation, he found that the difference in the incidence of prejudice between these two sections of the country is great and follows in the expected direction. He finds this difference to be mostly a matter of directly learned (cultural) prejudice. He also concludes that the incidence of "pathologic" prejudice, that is prejudice which is more a function of personality than of learned behavioral patterns, is about equal in both the north and the south.

M. Jahoda, M. Deutsch, and S. Cook. Research Methods in Social Relations: With Especial Reference to Prejudice (New York: Dryden and Company, 1951), p. 365.

Closely related to the "social-learning theory" of prejudice and sometimes considered simply an aspect of this theory, is the explanation of prejudice as a cultural phenomenon. This view holds that "prejudice is mainly sustained by social usages and sanctions," rather than by authoritarian personalities in society.

K. B. Clark, in Prejudice and Your Child (Boston: Beacon Press, 1955) adds that prejudice must be analyzed in a societal context, instead of in terms of isolated, pathologic factors on individuals)p. 71). Thus, the researcher must find the context ". . . for an understanding of the origin and nature of hostile (intergroup) attitudes. . . . Conformity to and success in. . . patterned life-ways, brings such psychological advantages and rewards that the wonder is not that there are many prejudiced persons, but that there are a good many relatively unprejudiced" (p. 74).

E. A. Suchman, et al. Desegregation: Some Propositions and Research Suggestions. (New York: Anti-Defamation League, 1958), p. 58.

"Prejudice based on conformity to the social customs of a group is the most common (type) in our own society and in others."

K. B. Clark, Prejudice and Your Child (Boston: Beacon Press, 1955), p. 17.

"Social scientists are now convinced that children learn social, racial, and religious prejudices in the course of observing and being influenced by the existence of patterns in the culture in which they live."

M. Sherif, et al. Intergroup Conflict and Cooperation: The Robbers Cave Experiment (Norman, Oklahoma: Institute of Group Relations, University of Oklahoma, 1961).

"The problem of intergroup behavior . . . is not primarily the problem of the behavior of one or a few deviate individuals" (p. 198).

"The average individual member of a group exhibits the degree of prejudice toward the member of another group prescribed by the social distance scale of his group" (p. 341).

Other Theories Concerning Attitudinal Development:

R. B. Blake and Wayne Dennis, "Development of Stereotypes Concerning the Negro," Journal of Abnormal and Social Psychology, XXXVIII (1943), pp. 129-135.

The four processes of integration, trauma, differentiation, and adoption are not mutually exclusive. This study indicates that the Southern attitude toward the Negro is first adopted, then differentiated. Very young white children showed a general hostility toward Negroes, ascribing no good qualities to them; older white children showed a differential reaction, according to the colored race those "good" qualities incorporated in the stereotype, e.g. musical, good-humored.

As the investigator has designed this study, acceptance of a particular theory is not an essential factor. He simply tested the hypothesis: "The elementary school curriculum can serve to lower the amount of cleavage that exists in some integrated fourth-grade classrooms."

[4]Question: Do children already know a great deal about race without studying it?

Answer: No.

Gordon W. Allport. "Resolving Intergroup Tensions: An Appraisal of Methods." In Lloyd A. Cooke (ed.), *Toward Better Human Relations*. Detroit, Michigan: Wayne University, 1952, pp. 37-72.

Allport found in a study of college students that only 8 percent of the subjects recalled having learned scientific facts about race. What, then, might a survey of upper elementary grade reveal? Race, religion, prejudice, and discrimination are almost taboo subjects at this level.

[5]Question: Will recognition that cultural, social, and minor physical differences exist between races actually tend to intensify any prejudice present among the children in a classroom rather than to lessen it?

Answer: No.

Joseph B. Gitler (ed.) *Understanding Minority Groups*. New York: John Wiley 1956, p. 136.

Gitler emphasizes the fact that differences do not create problems. The ways in which we regard and react to these differences and the degree to which we respect and accept them create the problem.

[6]Question: What previous studies have been done on the effects of lowering prejudice among children?

Answer: Studies investigating the effect of education upon the reduction of prejudice have concerned primarily the *general education level of adults*.

Charles H. Stember. *The Effect of Education On Prejudice Against Minority Groups*. New York: the American Jewish Committee, 1960.

Stember found education more effective than contact in reducing prejudiced beliefs.

Samelson, "Does Education Diminish Prejudice?" *The Journal of Social Issues*, I: 3, 1945, pp. 11-13.

Samelson, in her analysis of a National Opinion Research Center Study, concludes that "general education does diminish prejudice."

Harding and Others, "Prejudice and Ethnic Relations," *Handbook of Social Psychology*, ed. G. Lindsey (Cambridge, Massachusetts: Addison-Wesley Publishing Co., 1954), II, 1039.

Harding and his associates, reviewing the literature in 1954, states that "the most consistent finding is a negative correlation between prejudice of all kinds and amount of formal education."

Katz, Education and Anti-Semitism: *A Review of Research* (typescript).

Only two of nine studies examined "failed to find a positive relationship between education and tolerance."

Harding and Others, "Prejudice and Ethnic Relations," Handbook of Social Psychology, ed. G. Lindsey (Cambridge, Massachusetts: Addison-Wesley Publishing Co., 1954), II, 1047.

Virtually all studies of the effect of education on prejudice have been conducted with small samples of specialized groups--usually college students living within a necessarily circumscribed milieu. "The only conclusion that can be drawn from these studies is that college education may or may not have a liberalizing effect upon the intergroup attitudes of students, depending upon the nature of the students and the nature of the education." Relatively little yet is known concerning the effect that specific study about race has upon the lessening of prejudice among children. It is for this reason that the present study was carried out.

H. H. Remmers, Studies in Attitudes, Purdue University Bulletin, Vol. XXXV, No. 4. Studies in Higher Education, No. 26, 1934, 112pp.

Remmers and his students have been able to show that teaching materials taking up only about fifteen minutes of class time may produce significant changes in the child's attitudes toward various social problems and that these changes still persist after a period of a full year. They have studied such problems as farm policies, attitude toward the Negro, social insurance, labor unions, and capital punishment. The general observation is that such information produces a marked shift in the direction which would be expected by the nature of the information given and that this marked shift is followed by a tendency to regress to the previous attitude. There is frequently a period of wavering, and ultimately the attitude becomes stabilized at a point somewhat between the original attitude and the extreme shift.

Ruth C. Peterson and L.L. Thurstone, Motion Pictures and the Social Attitudes of Children, Macmillan Co., 1933, 75 pp.

The prevalent practice of allowing children to attend large numbers of movies suggests that we should know the effect of movies upon attitudes. This study reported a number of experiments in which children were given attitude tests and then were allowed to attend a performance of a certain moving picture. A few weeks later they were retested to see whether or not any change in attitude had resulted. These studies indicated that pictures portraying crime in a glamorous light have a significant effect upon children, that pictures favorable to the Chinese reduce prejudice against the Chinese, that pictures unfavorable to the Chinese increase prejudice, and the like. The changes produced by "movies" were large and persisted for long periods of time.

[7] Question: What materials, then, are available?

Answer: Supplementary children's books and some films provide an excellent base for intergroup education.

Francis J. Brown and Joseph E. Roucek. One America. Englewood Cliffs, New Jersey: Prentice-Hall, 1952.

The National Film Board of Canada provides material for intergroup education in a series of fine films which present both sides of cultural groups. A list of these appears in One America.

About 100 Books. New York: American Jewish Committee, 1951.

This is a reading list of supplementary children's books which present a more realistic picture of racial groups.

Margaret M. Heaton, and Helen B. Lewis, Reading Ladders for Human Relations. Washington, D. C.: American Council on Education, 1955.

This, too, is a reading list of supplementary children's books which presents a more realistic picture of racial groups.

[8]Question: Why was Grade Four and not some other level selected for this study?

Answer: The unit is being taught in Grade 4. Moreover, studies indicate that this is a crucial grade in the active aspect of inter-racial relationships. Although children before this level may be prejudiced verbally and cognitively, it is at this grade that actual interracial cleavage begins to manifest itself intensively.

Selltiz, et al. Research Methods of Social Relations. Revised one vol. ed. (New York: Henry Holt and Company, 1959) 622 pp.

Among the earliest applications of sociometric techniques to the study of relations between racial or ethnic groups were the studies of Criswell (1937, 1939.) She asked children in mixed Negro-white classes, from kindergarten through the sixth grade in a public school, to choose two classmates beside whom they would like to sit. She found that, in this school and within this age range, cleavage between the sexes was far more marked than cleavage between Negroes and whites. The white children did not begin to withdraw from the Negro children until the fourth grade and did not form a "racial" group until the fifth grade--a finding previously reported by Moreno (1934).

[9]Question: Does increased "contact" between the races in a classroom serve to lessen prejudice among groups?"

Answer: Contact alone appears to be insufficient.

Marion Radke-Yarrow; Helen G. Trager; and Hadassah Davis. "Social Perceptions and Attitudes of Children." Genetic Psychology Monographs, Vol. XL, 1949, pp. 327-247.

An early report on the Philadelphia study stated that stereotype and prejudice do not arise primarily from interpersonal contacts and that contact will not change stereotype and prejudice. Children tend to regard the good contacts as exceptions.

[10]Question: Are children really prejudiced?

Answer: Many are, but not all.

B. Kutner, "Patterns of Mental Functioning Associated with Prejudice in Children," Psychology Monographs, Vol. LXXII, 1958.

Kutner, studying seven-year-olds in the Boston area, found 12% of his sample (60 children) "clearly prejudiced."

G. W. Allport, The Nature of Prejudice (Boston: Beacon Press, 1954), p. 309.

"G. W. Allport concludes that by age seven or eight many children arrive at what he describes as a 'totalized rejection' which 'seems to reach its ethnocentric peak in early puberty. . . (But) as children grow older they normally lose this tendency to total rejection and overgeneralization. . . . (However) the 'total rejection' is chiefly a verbal matter.' This verbal rejection may be accompanied by behavioral acceptance. By about age twelve, however, verbal rejection is likely to have been replaced by the 'double-talk' customary among adults who profess no prejudice while in fact demonstrating it. Verbal rejection (accompanied by behavioral acceptance), gives way to behavioral rejection (accompanied by verbal acceptance).

J. Rosner, "When White Children are in the Minority," Journal of Educational Sociology, Vol. XXVIII, 1954, pp. 69-72.

Rosner observed that the white children showed overt prejudice in a group in which they constituted the minority.

11Question: Are children really aware of race?

Answer: Yes, most are.

H. W. Stevenson and N. G. Stevenson, "Social Interaction in an Interracial Nursery School," Genetic Psychology Monographs, Vol. LXI, 1960, pp. 37-75.

The investigators report that their "observational records contained many examples showing awareness of the physical differences related to race." (p. 60).

M. E. Goodman, "Evidence Concerning the Genesis of Interracial Attitudes," American Anthropologist, Vol. VIIIL, 1946, p. 625.

"The development of race awareness and attitudes is of course a continuous process through childhood, but three essential and overlapping phases are distinguishable. Phase 1: Awareness, the dawning and sharpening of consciousness of self and of others in terms of racial identity; Phase 2: Orientation (incipient attitude), the learning and synthesizing of race-related words, concepts, and values; Phase 3; True Attitude, the establishing of full-fledged race attitudes.

G. W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1961), p. 297.

"The first six years of life are important for the development of all social attitudes, though it is a mistake to regard early childhood as alone responsible for them. A bigoted personality may be well under way by the age of six, but by no means fully fashioned."

Mary Ellen Goodman, *Race Awareness in Young Children*, rev. ed. (New York: Collier Books, 1964), p. 253.

"By the age of four nearly all normal children will be at least minimally and occasionally aware of the physical marks of race and many will have developed distinct in-group/out-group orientations (incipient race attitudes). This we are justified in concluding since it has been found true in each of the groups of children studied."

H. G. Trager and M. Radke-Yarrow, *They Learn What They Live* (New York: Harper, 1952), pp. 150, 346.

In summarizing their data concerning "social perceptions" of kindergarteners, first-graders, and second-graders in Philadelphia, Trager and Radke-Yarrow stated that "... concepts and feelings about race frequently include adult distinctions of status, ability, character, occupations, and economic circumstances. . . . Among older children stereotyping and expressions of hostility are more frequent, and attitudes are more crystallized than among the younger children."

H. W. Stevenson and E. C. Stewart, "A Developmental Study of Racial Awareness in Young Children," *Child Development*, Vol. XXIX, 1958, p. 408.

By the ages of 4, 5, and 6 the "Subjects were responding in a manner which indicated not only awareness of racial differences, but also the use of stereotyped roles."

K. B. Clark, *Prejudice and Your Child* (Boston: Beacon Press, 1955), p. 23.

By the age of four Phase 2 of the developmental process appears to be well under way. K. B. Clark concludes, in fact, that the child's first awareness of racial differences is. . .associated with some rudimentary evaluation of these differences. . . . The child. . . cannot learn what racial group he belongs to without being involved in a larger pattern of emotions, conflicts, and desires which are part of his growing knowledge of what society thinks about his race.

C. Landreth and B. C. Johnson, "Young Children's Responses to a Picture and Inset Test Designed to Reveal Reactions to Persons of Different Skin Color," *Child Development*, Vol. XXIV, 1953, p. 78.

Landreth and Johnson, questioning whether an awareness of race appears at the same time and in equal proportion among children of lower and upper socio-economic status, studied white three- and five-year-olds of conspicuously different status backgrounds. They concluded that the higher status children "perceive it in affective terms." But in both groups a majority of children did perceive it, at both age levels, as did the lower status Negro children they studied. In summary: "Patterns of response to persons of different skin color are present as early as three years and become accentuated during the succeeding two years."

K. B. Clark, *Prejudice and Your Child* (Boston: Beacon Press, 1955), p. 19.

"Among three-year-old Negro children in both northern and southern communities, more than 75% showed that they were conscious of the difference between "white" and "colored." These findings clearly support the conclusion that racial awareness is present in Negro children as young as three. . . . Furthermore, this knowledge develops in stability and clarity from year to year, and by the age of seven it is a part of the knowledge of all Negro children. Other investigators (R. Horowitz; M. E. Goodman; Radke, Trager, and Davis) have shown that the same is true of white children."

H. Trager and M. Radke-Yarrow, They Learn What They Live (New York: Harper, 1952), p. 137.

. . .Negro children of preschool age sometimes identify "incorrectly" (their race), not because they are unaware of (their) own racial identity, but precisely because they are aware and are rejecting that identity. "A child may try to escape the trap of inferiority by denying the fact of his own race."

H. W. Stevenson and N. G. Stevenson, "Social Interaction in an Interracial Nursery School," Genetic Psychology Monographs, LXI, 1960, pp. 37-75.

"Goodman's general conclusion that children begin to develop racial awareness at an extremely early age is supported, and as might be expected, the proportion of 3-year-old children in the present study who showed high awareness was lower than the proportion of 4-year-olds in Goodman's study. Many of the ways in which the children expressed awareness were common to both studies, and some of the children in both studies developed a concern about their own racial status." The investigators report that their "observational records contained many examples showing awareness of the physical differences related to race." (p. 60).

[12] Question: Why was the Negro-white relationship selected for this study?

Answer: The present intensity of the problem concerning this relationship has been the primary criterion governing the selection. Studies consistently show prejudice to be greatest toward the Negro.

E. Frenkel-Brunswik and J. Havel, "Prejudice in the Interview of Children: I, Attitudes Toward Minority Groups," Journal of Genetic Psychology, Vol. LXXXII, 1953, p. 135.

Among "Gentile" ten- to fifteen-year-olds studied by Frenkel-Brunswik and Havel, prejudice toward Negroes was greater than toward other minorities: Mexicans, Chinese, Japanese, and Jew.

H. G. Trager and M. Radke-Yarrow, They Learn What They Live (New York: Harper, 1952), p. 345.

"Derogatory stereotypes and reactions indicative of adherence to patterns of social discrimination occur most frequently with respect to the Negro group." J. Galtung, who studied 2,000 American youngsters (in 21 cities) of grades 9 through 12, found prejudice toward Negroes, Jew, and Catholics (in that order of intensity). This investigator concludes that, in general, the level of prejudice among these high school students is at least not below current levels in the adult populations.

J. Rosner, "When White Children are in the Minority," Journal of Educational Sociology, Vol. XXVIII, 1954, pp. 69-72.

In his study of white twelve-year-olds Rosner found thatthey "were (verbally) almost unanimously prejudiced against Negroes"; however, "the prejudice expressed verbally . . . did not usually express itself in the behavior of these same children."

R. M. Goff, Problems and Emotional Difficulties of Negro Children. (New York: Bureau of Publications, Teachers College, Columbia University; Contributions to Education No. 960, 1949).

The author discovered that 77% of her 150 ten- to twelve-year-old Negro subjects had experienced "ridicule" or "indirect disparagement"; 41% had experienced aggression from white children; 11% reported physical ill-treatment from whites. Goff believes these figures to be too low.

[13]Question: Does prejudice have any effect upon the personality and development of children?

Answer: Yes, decidedly it does. The effect almost invariably is an adverse one, both for the members of the majority and the minority.

Mary Ellen Goodman, Race Awareness in Young Children, rev. ed. (New York: Collier Books, 1964), p. 259.

Crucial factors in lowering the self-esteem of Negro children "appear to be (1) essential separation of the Negro child from the larger community, simultaneously with (2) pressures to conform to the standards of that community. Academic retardation and negative self-image result."

Martin Deutsch, "Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement," Monograph No. 2, Society for Applied Anthropology, 1960, pp. 11, 19.

In the depth study by Deutsch of 400 children convincing evidence was obtained regarding the differences in self-concepts between the disadvantaged white children and Negro children. Deutsch found self-concepts generally more negative among the Negroes; "a relatively high proportion of the white lower-class children in this sample have negative self-responses, but not nearly as many as in the Negro group . . . .The Negro group as a whole is affected by lowered self-esteem."

Deutsch found that in general, the Negro group tends to be more passive, more fearful, and more dysphoric than the whites. Although the Negro children do show less aggressive content in their responses, it is of great interest that, when asked to complete the sentence "If I could be an animal I would most like to be ________," 31% identified with an aggressive animal as compared with only 16% of the white children.

G. F. Boyd, "The Levels of Aspiration of White and Negro Children in a Non-Segregated Elementary School," Journal of Social Psychology, Vol. XXXVI, 1952, pp. 191-196.

Boyd finds among Negro elementary school children higher occupational aspirations than their white classmates show. He suggests that this inclination among the Negro children represents a defense mechanism--that it results from their insecurity.

D. S. Palermo, "Racial comparisons and Additional Normative Data on the Children's Manifest Anxiety Scale," *Child Development*, Vol. XXX, 1959, pp. 53-57.

Anxiety levels among fourth- to sixth-graders were higher for Negro than for white children.

P. H. Mussen, "Differences Between the TAT Responses of Negro and White Boys," *Journal of Consulting Psychology*, Vol. XVII, 1953, pp. 373-376.

Mussen found that the white boys predominantly perceive the world as a friendly place; the Negro boys, on the contrary, perceive it as hostile and threatening.

J. H. Douglass, "The Effects of Minority Status on Children," *Survey Papers*, 1960 White House Conference on Children and Youth, p. 183.

The Negro "rejects himself by seeing himself through the eyes of the majority group." Having "accepted as his own the values, norms, and ideals of the majority, the marginal (minority) person sees himself as part of what is rejected. The result . . . may be self-hatred.

B. R. McCandless, *Children and Adolescents* (New York: Holt, Rinehart and Winston, 1960), p. 381.

"Society is so organized as to lead the Negro child to devalue and perhaps even to reject his own ethnic group. The consequences of such rejection for the self-concept of Negro children are serious and should be investigated further."

Committee on Social Issues, Group for the Advancement of Psychiatry, *Psychiatric Aspects of School Desegregation*, No. 37, May, 1957, p. 18.

Merely by reason of his membership in the white group, an individual is accorded certain social privileges, and experiences the sense of being "better" or higher class. Conversely, by mere reason of membership in (or assignment to) the Negro group, one is deprived of these privileges and experiences the sense of being "second class."

H. G. Trager and M. Radke-Yarrow, *They Learn What They Live* (New York: Harper, 1952), pp. 345-346.

Trager and Radke-Yarrow report, of their kindergarten to second-graders in Philadelphia, that the Negro children--like the whites--"ascribe many undesirable stereotypes to Negroes. . . .Seldom do Negro Children give responses of unmixed positive feelings toward their own group. . ."

Marion Radke Yarrow; Helen G. Trager; and Hadassah Davis. "Social Perceptions and Attitudes of Children." *Genetic Psychology Monographs*, Vol. XL, 1949, pp. 327-247.

Studies of prejudice in pre-school children reveal that both Negro and white children see the Negro as inferior.

C. Landreth and B. C. Johnson, "Young Children's Responses to a Picture and Inset Test Designed to Reveal Reactions to Persons of Different Skin Color," Child Development, Vol. XXIV, 1953, p. 78.

"Though living in a democracy, many Negro citizens apparently learn by three years of age that skin color is important, that white is to be desired, dark to be regretted."

K. B. Clark, Prejudice and Your Child (Boston: Beacon Press, 1955), p. 23.

Negro children between the ages of three to seven (in both Northern and Southern communities) were Clarks' subjects; when asked to choose between white and brown dolls "the majority of these Negro children at each age indicated an unmistakable preference for the white doll and a rejection of the brown doll."

J. K. Morland, "Racial Recognition by Nursery School Children in Lynchburg, Virginia," Social Forces, Vol. XXXVII, 1958, pp. 132-137.

Morland says of his preschool Virginian subjects that the Negro children tend to identify with whites--as do white children themselves. Of his Negro subjects he observed that many who identified themselves as colored "did so reluctantly and with emotional strain."

Quotation from: Mary Ellen Goodman, Race Awareness in Young Children, rev. ed. (New York: Collier Books, 1964), p. 256.

"Among the Texan children (aged three to seven)studied by Stevenson and Stewart, the Negroes often gave evidence of out-group preference and in-group disparagement or rejection."

Mary Ellen Goodman, Race Awareness in Young Children, rev. ed. (New York: Collier Books, 1964), p. 256.

Goodman concludes: "We found the Negro children to be basically out-group oriented--to share a 'sense of direction' away from Negroes and toward whites. But the white children are in-group oriented; their basic orientation--their 'sense of direction' is around within the orbit of the white world and quite without the racial self-doubt and self-concern which is in the Negro children."

C. Bird, E. C. Monachesi, and H. Burdick, "Infiltration and the Attitudes of White and Negro Parents and Children," Journal of Abnormal and Social Psychology, Vol. VIII, 1952, pp. 695-696.

". . .White children express prejudice toward Jews and Negroes in equal degree. . The Negro children hold more favorable attitudes toward white children than the latter do toward Negro children. . ."

R. K. Kerckhoff and F. Gould, "A Study of Children's Sense of Community," Merrill-Palmer Institute (mimeographed), 1961.

Kerckhoff and Gould found that fifth-grade Negro children in Detroit prefer racially heterogeneous neighborhoods, a preference which was not paralleled among their white classmates.

APPENDIX B

THE GARY UNIT
ON THE AMERICAN NEGRO

APPENDIX B

UNIT TITLE: THE AMERICAN NEGRO

Grade 4

I. BASIC KNOWLEDGE, UNDERSTANDINGS, AND GENERALIZATIONS

The child should:

A. Understand that the American Negro is a citizen of the United States.

B. Understand that every citizen has equal rights, privileges, and responsibilities regardless of race, creed, and color.

C. Understand that man's way of life is influenced by his cultural heritage, his physical world, and his social environment.

D. Know that the lives of American Negroes have been influenced by their African heritage, by their history of enslavement, and by the present conditions under which they live.

E. Know how and why slavery was begun in America.

F. Know something about the continent of Africa from which the slaves were brought.

G. Know how and why slavery came to an end in this country.

H. Understand that slavery is harmful to both master and slave.

I. Understand that the United States is still trying to solve problems resulting from the attitudes which were developed during and fostered by slavery.

J. Know and appreciate Negroes who have contributed to the greatness of America.

II. CONTENT: THE AMERICAN NEGRO - Teacher Resource Material

A. Introduction

1. The Negro in the Early History of Gary

— The child has learned that many Negroes were among the people who came to help settle Gary and to contribute to its growth.

2. The Negroes who came to Gary were native born American citizens. They did not come to Gary from another country.

3. Who Is a Negro?

— A Negro is any person who has a single Negro or African ancestor.

B. Africa - the Original Home of the Negro

1. Size
2. Climate
3. Topography
4. Resource
5. People
6. Government

C. The Period of Slavery

1. What Slavery Is

-- Slavery is a social institution in which human beings are legally held as property. A slave is a person who is owned by another person.

2. Why Slavery Was Begun in this Country

-- The development of the great resources of this new country needed a vast supply of labor. When the supply of voluntary or indentured white labor had run low, the slave trade was begun.

3. Where the Slaves Came From

-- The slaves were brought to this country mainly from the west coast of Africa.

4. Who Brought Them

-- Trading vessels of the Dutch, the English, the French, the Portuguese, and of the American colonies engaged in the slave trade.

5. Who Were These Slaves

-- At first the slaves were captives of various African tribes, legitimate prisoners of war traded by the victor to the slave traders. As the commercial value of the slave was determined by his potential usefulness, young, strong men were in great demand. Chiefs, sons of chiefs, and warriors were often in this group. Later African natives - men, women, and children - were secured by any method. The slave traders would devise tricks, kidnap, and trap them in order to capture and load the slaves on ships to be brought to America.

6. What Use Was Made of the Slaves

-- Slaves were sold to persons who needed their service. The largest market for slaves was found in the plantations of the South. Most of the slaves were used for field hands to plant, tend, and harvest the cotton crop. Other slaves worked as house servants, still others were skilled artisans, carpenters, brick masons, harness makers and such.

7. Condition of the Slaves

   -- The conditions under which the slaves lived and worked varied somewhat in the degree of hardship and cruelty to which they were subjected. At best, the slave's life was a hard one.

8. Free Negroes during the Period of Slavery

   a. Among the early settlers of this country were a few Negroes who came voluntarily and who were never enslaved. Many slaves received their freedom as a reward for their services in the Revolutionary War. Other slaves purchased their freedom or were granted their freedom by benevolent masters. Many more were fugitives who escaped from slavery by running away to non-slave holding areas. The children of these free Negroes were born free.

   b. At the beginning of the Civil War there were approximately one half million free Negroes in the country scattered throughout the North and the South. Many were uneducated and unskilled; many were artisans, carpenters, glaziers, leather workers, and such. Some owned and operated small businesses. A few had become wealthy owners of property or had achieved success as professional men.

D. Civil War Appears Inevitable

1. Contributing Factors

   a. The Attitude of the Slaves Themselves

      -- Many early slaves accommodated themselves to the conditions of slavery hoping always to return to their homeland. Others ran away and helped others to escape, e.g., Harriet Tubman. Some planned and carried out insurrections. Some were able to purchase their freedom; others less fortunate, committed suicide. The content of the Negro spiritual developed during slavery is a testimony to the slaves' deep desire for freedom.

   b. The Attitudes and Activities of the Abolitionists

      -- Many white people, especially from the North, believed that slavery was morally wrong. They, along with free Negroes and fugitive slaves, lectured widely and wrote volumes in an attempt to appeal to the conscience of the nation to end the inhuman practice. These and many others were active in the famous "Underground Railway."

   c. The Attitude of the White South

      -- The white South, in order to make slavery secure, engaged in more cruelly restrictive practices with respect to the slaves. Teaching slaves to read was a punishable offense. The penalties for attempted escape and for aiding a fugitive became more severe. The Supreme Court abetted the cause of the South in the Dred Scott decision of 1857. The white South had to convince itself that Negroes were an inferior breed in order to justify their practices to themselves, however some white southerners were opposed to these practices.

2. Civil War

   a. This was a war between the South, the slave-holding portion of the country, and the North, the non-slave states, over the question of the right to secede.

   b. President Lincoln was determined to save the Union.

   c. Lincoln became convinced that the country could not exist half slave and half free.

E. The Emancipation Proclamation

   1. Issued as an act of war

   2. Freed all slaves in the rebelling states

   3. The constitution is amended

      a. 13th Amendment - slavery shall not exist within the United States or its possessions

      b. 14th Amendment - former slaves should have full citizenship rights

      c. 15th Amendment - former slaves were assured the right to vote

F. After Emancipation

   1. Problems

      a. Educational

         -- Many localities in the South had made it illegal to teach the slaves. Hence, the ignorance of the newly freed Negro was vast. In spite of the fact that many had learned in secret, only one out of ten was able to read.

      b. Economic

         -- Even though the slaves had worked hard for many years, contributing to the economic development of the South, as they had been denied wages they had nothing when they became free. Some Negroes who had been free over a period of time, however, had already become men of substance.

   2. Development

      a. Institutions

         -- Freed Negroes, not finding a welcome in already established institutions of America, soon began to establish institutions of their own: schools, churchs, businesses, newspapers, magazines, and other types.

b. Help for the Freedom

-- The Freedmen's Bureau, established by Congress in 1865 to furnish aid and assistance to the freedmen, established and maintained schools for Negroes throughout the South from 1865 to 1870. The Bureau's efforts in this area were supplemented by the work of the American Missionary Association, still active in the field, and many other church related agencies. Many individuals, like Myrtilla Miner in Washington, D. C., dedicated their lives to the education of the freedmen.

c. Leaders

-- Individual Negroes during this period continued the unbroken line of outstanding leaders which runs through the history of America. Some of the Negroes who have contributed to America's greatness are:

(a) Crispus Attucks (1723-1778), a free Negro sailor of Boston, the first colonist to be killed in the Revolutionary War.
(b) Phillis Wheatley (1753-1784), an African-born slave girl whose poems were read and admired in England as well as in America.
(c) Ira Aldridge (1807-1867), internationally famous Shakespearean actor, honored by a Memorial Chair in the Shakespeare Memorial Theater at Stratford on Avon.
(d) Benjamin Banneker (1731-1806), a free Negro scientist and inventor who was appointed by President Washington to serve on the commission which planned Washington, D. C.
(e) Frederick Douglass (1817-1895), orator, abolitionist, born in slavery, escaped to freedom, became known as the "golden trombone of abolition."
(f) Harriet Tubman (1826-1913), one of the most famous "conductors" on the Underground Railroad, often called the Moses of the Negro race.
(g) Robert Smalls (1839-1915), a slave seaman on a Confederate gunboat, the Planter, who with his family aboard, seized the gunboat and declared it to the United States Navy.
(h) Booker T. Washington (1856-1915), educator and influential spokesman for the Negro, who founded Tuskegee Institute to provide a practical education for Negroes.
(i) W. E. B. DuBois (1868-1963), scholar and writer who advocated full political rights, industrial opportunity, and spiritual freedom for Negroes.
(j) Paul Lawrence Dunbar (1872-1906), lyric poet of distinction.
(k) George Washington Carver (1864-1943), scientist, agricultural chemist, sometimes called the "savior of southern agriculture."
(l) Mary McLeod Bethune (1875-1955), educator, political advisor, founder of Bethune-Cookman College.
(m) Charles R. Drew (1904-1950), physician and scientist, pioneer and authority of the field of blood plasma research.
(n) Ralph Bunche (1904-), under Secretary-General of the United Nations, Nobel prize winner.
(o) Marian Anderson (1902-), internationally famous singer whose controlled voice Toscaninni called "the voice of the Century."

G. Footnote to Africa - Emergence of New Nations

-- Africa, the continent from which the Negro slaves were abducted, has also undergone change. There are now more than thirty independent African nations represented in the United Nations.

H. Present Problems

-- The United States is still trying to bridge the gap between the Negro's constitutionally granted rights as a citizen and the actual discrimination in many areas to which he is still subjected.

III. SUGGESTED ACTIVITIES AND EXPERIENCES: THE AMERICAN NEGRO

A. Read pertinent materials, biographies, and such.

B. Listen to records, reports, and talks.

C. Discuss the basic concepts: citizenship, freedom, Negro, and others.

D. Write reports on areas of individual interest.

E. Do choral reading of selected poems by Negro authors, e.g., Dunbar, Cullen, Brooks, and McKay.

F. Dramatize some of the interesting events in the lives of the people studied.

G. Make a mural depicting the main events in the history of the Negro in America.

H. Construct crossword puzzles using the materials learned.

I. Improvise games such as "What's My Line?" to identify some of the persons studied.

J. Identify the schools in Gary which have been named for Negroes. Find out why these names were chosen.

K. Listen to and sing Negro spirituals and Negro folk songs.

L. Find out about eminent Negroes currently active in some area, e.g., Leontyne Price in opera, Sydney Potier in the movies, John Hope Franklin, University of Chicago Professor.

IV. RESOURCES: THE AMERICAN NEGRO

A. Books and other publications

Adams, Russell L. Great Negroes Past and Present. Chicago: Afro-Am Publishing Company, Inc., 1963.

Bontemps, Arna. Frederick Douglass. New York: Alfred A. Knopf, Inc., 1959.

Bontemps, Arna. Golden Slippers - Anthology of Negro Poetry. New York:

Brooks, Gwendolyn. Bronzeville Boys and Girls. New York: Harper and Row, 1956.

Chu, Daniel, and Skinner, Elliott. A Glorious Age in Africa. New York: Doubleday and Company, Inc., 1965.

Dunbar, Paul Lawrence. Complete Poems of Paul Lawrence Dunbar. New York: Dodd, Mead and Company, 1962.

Franklin, John Hope. From Slavery to Freedom. New York: Alfred A. Knopf, Inc., 1963, 2d ed.

Graham, Shirley. Booker T. Washington. New York: Julian Messner, Inc., 1955.

Graham, Shirley. George Washington Carver. New York: Julian Messner, Inc., 1944.

Graham, Shirley. Your Most Humble Servant - Benjamin Banneker, Mathematician. New York: Julian Messner, Inc., 1949.

Graham, Shirley. DeSable, Jean Baptiste Pointe, Discovery of Chicago: New York: Julian Messner, Inc., 1953.

Graham, Shirley. There Was Once a Slave - Frederick Douglass. New York: Julian Messner, Inc., 1947.

Hughes, Langston. Famous Negro Music Makers. New York: Dodd, Mead and Company, 1955.

Hughes, Langston. Famous Negroes of America. New York: Dodd, Mead and Company, 1955.

Hughes, Langston. Famous American Negroes. New York: Dodd, Mead and Company, 1961.

Hughes, Langston, and Meltzer, Melton. A Pictorial History of the Negro in America. New York: Crown Publishers, Inc.

Johnson, Edwina Chavers. Guide for Teachers, guide for teachers on contributions of Afro-Americans to the American culture, 1963. (144-53 207th Street, Cambria Heights, New York 11411).

Millender, Dharathula. Crispus Attucks: Boy of Valor. Indianapolis: The Bobbs-Merrill Company, Inc., 1965.

Shackelford, Jane D. Child's Story of the Negro. Washington, D. C.: The Associated Publishers, Inc., 1962, revised ed.

Sterling, Dorothy. Captain of the Planter - The Story of Robert Smalls. New York: Doubleday and Company, Inc., 1958.

Sterling, Dorothy. Freedom Train - The Story of Harriet Tubman. New York: Doubleday and Company, Inc., 1954.

Woodson, Carter G., and Wesley, Charles H. The Negro in Our History. Washington, D. C.: The Associated Publishers, Inc., 1962.

B. Films

These films are available from the Central Audio-Visual Department. Check your A-V Guide for a more complete description of the films. Contact your building A-V Coordinator to arrange for the use of these films.

All films should be previewed to determine suitability for use with your particular class.

George Washington Carver
Abraham Lincoln
Booker T. Washington

C. Filmstrips

These are suggested for building ordering purposes and may or may not be available to you presently. Check with your Materials Center Coordinator or your Audio-Visual Coordinator. If you wish to preview filmstrips, you must come to the Audio-Visual Department at the Service Center. The filmstrips are catalogued but are not released from this department since they are for preview purposes only.

Leading American Negro Series SVE
  Mary McLeod Bethune
  George Washington Carver
  Benjamin Banneker
  Robert Smalls
  Frederick Douglass
  Harriet Tubman

D. Records

Selected recordings of Negro spirituals and folk sons by Marian Anderson, Harry Belafonte, Odetta, Josh White and others.

E. Songs

Music Across Our Country. Follett Publishing Company, 1959, revised ed.

This Is Music, 4. Allyn and Bacon, Inc., 1961, pp. 21, 22, 23, 49, 87, 88, and 104.

APPENDIX C

CO-VARIANCE CALCULATIONS

TABLE C-I

Analysis by Covariance of the Data from the Multiple-Choice Part of the Test of Knowledge by Group, to Determine if a Significant Gain Resulted from the Study of the Unit

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.
1	330	3607.00	5997.00	67397.00	42553.00
2	241	2952.00	4884.00	61127.00	38908.00
3	207	2545.00	2955.00	38086.00	33957.00
Totals	778	9104.00	13836.00	166610.00	115418.00

LEVEL	SUM YSQ.	SUM X· SUM Y	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
1	116227.00	21631179.00	2137.3970	7245.1553	1847.9736
2	102836.00	14417568.00	2749.0625	3859.0049	1303.0664
3	45781.00	7520475.00	2667.0242	3597.3047	1755.2031
Totals	264844.00	125962944.00	8884.8184	18783.7227	4703.9023
Treatment Totals			341.3340	4082.2578	-202.3418

Overall Regression Coefficient (B) = 0.5743
Sum of Squares Due to Regression = 2817.4958

Testing of Assumptions

Hypothesis - The Regression Coefficient within each Treatment Level is the same. I.E., B(1) = B(2) = ... = B.

TABLE C-I(cont.)

LEVEL OF TREATMENT	B(I)	SS. REG. OF TRT.	SS. DEV. FROM REG. OF TRT.	DF	TABLE OF MEANS		
					Y MEANS	ADJUSTED BY B	ADJUSTED BY B(I)
1	0.5909	1091.9645	6153.1907	328	18.173	18.616	18.629
2	0.4740	617.6586	3241.3463	239	20.266	19.951	20.006
3	0.6581	1155.1219	2442.1828	205	14.275	13.935	13.885
Sum		2864.7450	11836.7197	772			

F(2,772) = 1.541

Hypothesis - the overall regression coefficient is zero. I.E., B = 0.

F(1,774) = 183,503

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	341.3340	-202.3418	4082.2578
RESIDUAL	775	8543.4844	4906.2441	14701.4648
TOTAL	777	8884.8184	4703.9023	18783.7227

AFTER ADJUSTMENT

	DF	SUM YSQ.	MEAN SQ.	F RATIO
	774	11883.9690	15.3540	143.5903
TOTALS	776	16293.3287		
ADJUSTED TREATMENTS	2	4409.3597	2204.6799	

Level	N	Adj. Mean	Mean Sq.	$\sqrt{\text{Mean Sq.}}$
1	330	18.616	15.3540	3.918
2	241	19.951		
3	207	13.935		

$SE_{12} = (3.918)(.085) = .333$ d.f. = 775 $t_{05} = 1.96$

$t_{01} = 2.58$

TABLE C-I(cont.)

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_2}} = .007 = .085$$

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_3}} = .008 = .089$$

$$\sqrt{\frac{1}{N_2} + \frac{1}{N_3}} = .009 = .095$$

Significance Difference

.05 level	.653
.01 level	.859

$$M_1 - M_2 = \begin{array}{r} 18.616 \\ \underline{19.951} \\ 1.335 \end{array}$$

The difference between M_1 and M_2 therefore significant at the .01 level.

$SE_{13} = (3.918)(.089) = .349$

$df = 775$ $t_{05} = 1.96$

$t_{01} = 2.58$

Significance Difference

.05 level	.684
.01 level	.900

$$M_1 - M_3 = \begin{array}{r} 18.616 \\ \underline{-13.935} \\ 4.681 \end{array}$$

The difference between M_1 and M_2 is therefore significant at the .01 level

$SE_{23} = (3.918)(.095) = .372$

$df = 775$ $t_{05} = 1.96$

$t_{01} = 2.58$

Significance Difference

.05 level	.729
.01 level	.960

$$M_2 - M_3 = \begin{array}{r} 19.951 \\ \underline{-13.935} \\ 6.016 \end{array}$$

The difference between M_2 and M_3 is therefore significant at the .01 level

TABLE C-II

Analysis by Covariance of the Data from the "Can You Identify?" Quiz of the Test of Knowledge, by Group, to Determine if a Significant Gain Resulted from the Study of the Unit

LEVEL	N	SUM X	SUM Y	SUM XY	SUM YSQ.
1	330	9015.00	10915.00	300399.00	265395.00
2	241	6665.00	8511.00	236404.00	194307.00
3	207	5153.00	5918.00	150774.00	140265.00
Totals	778	20833.00	25344.00	687577.00	599967.00

LEVEL	SUM YSQ.	SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
1	371095.00	98398725.00	19121.5918	10073.1094	2221.0469
2	301959.00	56725815.00	9982.4160	8590.0352	1027.1758
3	178422.00	30495454.00	11987.6621	9230.0977	3452.9668
Totals	858676.00	131997888.00	42108.5391	33074.0313	8924.6250
Treatment totals			1016.8672	5180.7813	2223.4297

Overall regression coefficient (B) = 0.1631
Sum of squares due to regression = 1092.8253

Testing of Assumptions

Hypothesis - The regression coefficient within each treatment level is the same. I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B (1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF	Y MEANS
1	0.1162	257.9832	9815.1261	328	33.076
2	0.1029	105.6949	8484.3402	239	35.315
3	0.2880	994.6042	8235.4934	205	28.589
Sum		1358.2823	26534.9597	772	

F (2,772) = 3.862

TABLE OF MEANS

ADJUSTED BY B	ADJUSTED BY B(1)
32.988	33.013
35.172	35.225
28.897	29.132

Hypothesis - The overall regression coefficient is zero. I.E., B = 0.
F(1,774) = 31.561

TABLE C-II (continued)

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	1016.8672	2223.4297	5180.7813
RESIDUAL	775	41091.6719	6701.1953	27893.2500
TOTAL	777	42108.5391	8924.6250	33074.0313

AFTER ADJUSTMENT

DF	SUM YSQ	MEAN SQ.	F RATIO
774	26800.4246	34.6259	63.2777
776	31182.5161		
2	4382.0916	2191.0458	-- ADJUSTED TREATMENTS

Level	N	Adj. Means	Mean Sq.	$\sqrt{\text{Mean Sq.}}$
1	330	32.988	34.6259	5.884
2	241	35.172		
3	207	28.897		

$SE_{12} = (5.884)(.085) = .500$ df = 775 $t_{05} = 1.96$

$t_{01} = 2.58$

$\sqrt{\frac{1}{N_1} + \frac{1}{N_2}} = .085$

$\sqrt{\frac{1}{N_1} + \frac{1}{N_3}} = .089$

$\sqrt{\frac{1}{N_2} + \frac{1}{N_3}} = .095$

Significance Difference

.05 level .980

.01 level 1.29

$$M_1 - M_2 = \begin{array}{r} 32.988 \\ \underline{35.172} \\ 2.184 \end{array}$$

the difference between M_1 and M_2 therefore significant at .01 level

$SE_{13} = (5.884)(.089) = .523676$

df = 775 $t_{05} = 1.96$

$t_{01} = 2.58$

$SE_{23} = (5.884)(.095) = .559$

df = 775 $t_{05} = 1.96$

$t_{01} = 2.58$

TABLE C-II (continued)

Significance Difference

.05 level	1.027
.01 level	1.352

$$M_1 - M_3 = \begin{array}{r} 32.988 \\ \underline{28.897} \\ 4.091 \end{array}$$

the difference between M_1 and M_3 is therefore significant at the .01 level

Significance Difference

.05 level	1.096
.01 level	1.442

$$M_2 - M_3 = \begin{array}{r} 35.172 \\ \underline{28.897} \\ 6.275 \end{array}$$

the difference between M_1 and M_3 is therefore significant at the .01 level

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TABLE C-III

ANALYSIS BY COVARIANCE OF THE DATA FROM THE MULTIPLE-CHOICE PART OF THE TEST OF KNOWLEDGE BY GROUP FOR THE NEGRO SUBJECTS

Knowledge by Group - Negro

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.	SUM YSQ.
1	156	1721.00	2813.00	31354.00	20321.00	53529.00
2	57	678.00	1117.00	13801.00	8806.00	23111.00
3	71	887.00	1014.00	13208.00	12105.00	15630.00
Totals	284	3286.00	4944.00	58363.00	41232.00	92270.00

SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
4841173.00	1334.8398	2804.8398	320.8398
757326.00	741.3685	1221.7195	514.5790
899418.00	1023.7466	1148.3662	540.1409
16245984.00	3211.5918	6202.6201	1158.8311
Treatment Totals	111.6367	1027.6943	-216.7290

Overall Regression Coefficient (B) = 0.4437
Sum of squares due to regression = 610.3848

Testing of assumptions

Hypothesis - The regression coefficient within each treatment level is the same. I.E., B(1) = B(2) = . . . = B

LEVEL OF TREATMENT	B(1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.2404	77.1165	2727.7233	154
2	0.6941	357.1659	864.5536	55
3	0.5276	284.9847	863.3815	69
Sum		719.2671	4455.6583	278

TABLE C-III (continued)

Y Means	Table of Means Adjusted by B	Adjusted by B(1)
18.032	18.271	18.161
19.596	19.453	19.371
14.282	13.872	13.795

F(2,278) = 3.397

Hypothesis - The overall regression coefficient is zero. I.E., B = 0.

F(1,280) = 37.442

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	111.6367	-216.7290	1027.6943
RESIDUAL	281	3099.9551	1375.5601	5174.9258
TOTAL	283	3211.5918	1158.8311	6202.6201

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
280	4564.5410	16.3019	37.4171
282	5784.4818		
2	1219.9409	609.9704	

				ADJUSTED TREATMENTS
Level	N	Adj. Means	Mean Sq.	Mean Sq.
1	156	18.271		
2	57	19.453	16.3019	4.038
3	71	13.872		

SE_{12} = (4.038)(.158) = .638

df = 281

$t_{05} = 1.97$

$t_{01} = 2.60$

$\frac{1}{N_1} + \frac{1}{N_2} = .158$

$\frac{1}{N_1} + \frac{1}{N_3} = .143$

$\frac{1}{N_2} + \frac{1}{N_3} = .178$

Significance Difference

.05 level	1.257
.01 level	1.659

TABLE C-III (continued)

$$M_1 - M_2 = \begin{array}{r} 18.271 \\ \underline{-19.453} \\ 1.182 \end{array}$$

Non-significant

$SE_{23} = (4.038)(.178) = .719$

$df = 281$ $t_{05} = 1.97$

$t_{01} = 2.60$

Significance Difference

.05 level	1.416
.01 level	1.869

$$M_2 - M_3 = \begin{array}{r} 19.453 \\ \underline{13.872} \\ 5.581 \end{array}$$

Therefore, the difference is significant at the .01 level

$SE_{15} = (4.038)(.143) = .577$

$df = 281$ $t_{05} = 1.97$

$t_{01} = 2.60$

Significance Difference

.05 level	1.137
.01 level	1.500

$$M_1 - M_3 = \begin{array}{r} 18.271 \\ \underline{13.872} \\ 4.399 \end{array}$$

Therefore, the difference is significant at the .01 level

TABLE C-IV

ANALYSIS OF COVARIANCE OF THE DATA FROM THE MULTIPLE-CHOICE PART OF THE TEST OF KNOWLEDGE BY GROUP FOR THE WHITE SUBJECTS

Knowledge by Group - White

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.	SUM YSQ.
1	174	1886.00	3184.00	36043.00	22232.00	62698.00
2	184	2274.00	3767.00	47326.00	30102.00	79725.00
3	136	1658.00	1941.00	24878.00	21852.00	30151.00
Totals	494	5818.00	8892.00	108247.00	74186.00	172574.00

SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
6005024.00	1789.4944	4434.4600	1531.3682
8566158.00	1998.3262	2603.8643	770.7939
3218178.00	1639.0295	2448.9338	1214.9265
51733656.00	5665.5068	12518.0000	3523.0000
TREATMENT TOTALS	238.6563	3030.7402	5.9111

Overall Regression Coefficient (B) = 0.6481
Sum of Squares Due to Regression = 2279.3909

Testing of Assumptions

Hypothesis - The Regression Coefficient Within Each Treatment Level Is the Same. I.E., B(1) = B(2) = . . . = B.

LEVEL OF TREATMENT	B(1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.8558	1310.4754	3123.9845	172
2	0.3857	297.3105	2306.5538	182
3	0.7412	900.5612	1548.3726	134
SUM		2508.3471	6978.9109	488

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(1)
18.299	18.907	19.102
20.473	20.096	20.249
14.272	14.004	13.965

TABLE C-IV (continued)

$F(2,488) = 8.005$

Hypothesis - The overall regression coefficient is zero. I.E., $B = 0$.

$F(1,490) = 154,956$

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	238.6563	5.9111	3030.7402
RESIDUAL	491	5426.8506	3517.0889	9487.2598
TOTAL	493	5665.5068	3523.0000	12518.0000

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
490	7207.8688	14.7099	106.0308
492	10327.2817		
2	3119.4129	1559.7065	

				ADJUSTED TREATMENTS
LEVEL	N	ADJ. MEANS	MEAN SQ.	MEAN SQ.
1	174	18.907		
2	184	20.096	14.7099	3.835
3	136	14.004		

$SE_{12} = (3.835)(.106) = .407$ $df = 491$ $t_{05} = 1.96$

$t_{01} = 2.59$

$$\frac{1}{N_1} + \frac{1}{N_2} = .106$$

$$\frac{1}{N_1} + \frac{1}{N_3} = .114$$

$$\frac{1}{N_2} + \frac{1}{N_3} = .113$$

Significance Difference

.05 level	.798
.01 level	1.054

$$M_1 - M_2 = \begin{array}{r} 18.907 \\ \underline{20.096} \\ 1.189 \end{array}$$

The difference is therefore significant at the .01 level

TABLE C-IV (continued)

SE_{13} = (3.835)(.114) = .437

df = 491 t_{05} = 1.96

t_{01} = 2.59

Significance Difference

.05 level .857

.01 level 1.132

$$M_1 - M_3 = \begin{array}{r} 18.907 \\ \underline{14.004} \\ 4.903 \end{array}$$

The difference is therefore significant at the .01 level

SE_{23} = (3.835)(.113) = .433

df = 491 t_{05} = 1.96

t_{01} = 2.59

Significance Difference

.05 level .849

.01 level 1.121

$$M_2 - M_3 = \begin{array}{r} 20.096 \\ \underline{14.004} \\ 6.092 \end{array}$$

The difference is therefore significant at the .01 level

TABLE C-V

ANALYSIS BY COVARIANCE OF THE DATA FROM THE "CAN YOU IDENTIFY?" QUIZ IN THE TEST OF KNOWLEDGE BY GROUP FOR THE NEGRO SUBJECTS

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.
1	156	4424.00	5237.00	149607.00	135862.00
2	57	1611.00	2005.00	56717.00	47551.00
3	71	2039.00	2218.00	64619.00	62097.00
TOTALS	284	8074.00	9460.00	270943.00	245510.00

SUM YSQ.	SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
180375.00	23168488.00	10401.8975	4566.2246	1091.0527
73607.00	3230055.00	2019.0527	3080.2461	49.3687
71500.00	4522502.00	3540.3662	2210.9297	921.7891
325482.00	176380040.00	15969.5918	10370.7344	1999.1992
TREATMENT TOTALS		8.2734	513.3320	-63.0117

Overall Regression Coefficient (B) = 0.1292
Sum of Squares Due to Regression = 266.4388

TESTING OF ASSUMPTIONS

Hypothesis - The Regression Coefficient Within Each Treatment Level Is The Same. I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B (1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.1049	114.4403	4451.7843	154
2	0.0245	1.2071	3079.0389	55
3	0.2604	240.0020	1970.9277	69
SUM		355.6494	9501.7509	278

TABLE C-V (continued)

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(1)
33.571	33.580	33.578
35.175	35.197	35.180
31.239	31.202	31.164

F(2,278) = 1.305

Hypothesis - The Overall Regression Coefficient Is Zero. I.E., B = 0.

F(1,280) = 7.778

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	8.2734	-63.0117	513.3320
RESIDUAL	281	15961.3184	2062.2109	9857.4023
TOTAL	283	15969.5918	1999.1992	10370.7344

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
280	9590.9635	34.2534	7.7291
282	10120.4589		
ADJUSTED TREATMENTS			
2	529.4954	264.7477	

LEVELS	N	ADJ. MEANS	MEAN SQ.	MEAN SQ.
1	156	33.580	34.2534	5.853
2	57	35.197		
3	71	31.202		

TABLE C-V (continued)

$$\frac{1}{N_1} + \frac{1}{N_2} = \frac{57 + 156}{57(156)} = \frac{213}{8892} = .0251 = .158$$

$$\therefore SE_{12} = (5.853)(.158) = .925$$

df = 281

$t_{.05} = 1.97$

$t_{.01} = 2.60$

Significance Difference

.05 level	1.822
.01 level	2.405

$$M_1 - M_2 = \begin{array}{r} 33.580 \\ \underline{-35.197} \\ 1.617 \end{array}$$

Therefore, the difference is non-Significant

$$\frac{1}{N_2} + \frac{1}{N_3} = \frac{57 + 71}{57 \cdot 71} = \frac{128}{4047} = .0316 = .178$$

$$\frac{1}{N_1} + \frac{1}{N_3} = \frac{71 + 156}{71(156)} = \frac{227}{11076} = .0205 = .143$$

$$SE_{23} = (5.853)(.178) = 1.042$$

df = 281

$t_{.05} = 1.97$

$t_{.01} = 2.60$

Significance Difference

.05 level	2.053
.01 level	2.709

$$M_2 - M_3 = \begin{array}{r} 35.197 \\ \underline{-31.202} \\ 3.995 \end{array}$$

Therefore, the difference is significant at .01 level

$$SE_{13} = (5.853)(.143) = .837$$

df = 281

$t_{.05} = 1.97$

$t_{.01} = 2.60$

Significance Difference

.05 level	1.649
.01 level	2.176

$$M_1 - M_3 = \begin{array}{r} 33.580 \\ \underline{31.202} \\ 2.378 \end{array}$$

Therefore, the difference is significant at .01 level

TABLE C-VI

ANALYSIS BY COVARIANCE OF THE DATA FROM THE "CAN YOU IDENTIFY?" QUIZ IN THE TEST OF KNOWLEDGE BY GROUP FOR THE WHITE SUBJECTS

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.	SUM YSQ.
1	174	4591.00	5678.00	150792.00	129533.00	190720.00
2	184	5054.00	6506.00	179687.00	146756.00	235552.00
3	136	3114.00	3700.00	86155.00	78168.00	106922.00
TOTALS	494	12759.00	15884.00	416634.00	354457.00	533194.00

SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
26067698.00	8399.2012	5434.4609	977.6445
32881324.00	7935.8047	5508.3262	984.1523
11521800.00	6866.5596	6260.2354	1435.8828
101331978.00	24918.3789	22462.3086	6383.0781
TREATMENT TOTALS	1716.8125	5259.2813	2985.3984

Overall Regression Coefficient (B) = 0.1464
Sum of Squares Due to Regression = 497.5624

Testing of Assumptions

Hypothesis - The Regression Coefficient Within Each Treatment Level is the Same.
I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B(1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.1164	113.7952	5320.6657	172
2	0.1240	122.0488	5386.2773	182
3	0.2091	300.2609	5959.9744	134
SUM		536.1050	16666.9172	488

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(1)
32.632	32.551	32.567
35.359	35.119	35.155
27.206	27.635	27.819

F(2,488) - 0.564

TABLE C-VI (continued)

Hypothesis - The Overall Regression Coefficient is Zero. I.E., $B = 0$.

$F(1,490) = 14.594$

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	1716.8125	2985.3984	5259.2813
RESIDUAL	491	23201.5664	3397.6797	17203.0273
TOTAL	493	24918.3789	6383.0781	22462.3086

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
490	16705.4648	34.0928	60.449
492	20827.2227		
2	4121.7578	2060.8789	

ADJUSTED TREATMENTS

LEVEL	N	ADJ. MEANS	MEANS SQ.	$\sqrt{\text{MEANS SQ.}}$
1	174	32.551		
2	184	35.119	34.0928	5.839
3	136	27.635		

$SE_{12} = (5.839)(.106) = .619$

df = 491

$t_{05} = 1.96$

$t_{01} = 2.59$

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_2}} = .106$$

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_3}} = .114$$

$$\sqrt{\frac{1}{N_2} + \frac{1}{N_3}} = .113$$

Significance Difference

.05 level 1.213

.01 level 1.603

$$M_1 - M_2 = \begin{array}{r} 32.551 \\ \underline{35.119} \\ 2.568 \end{array}$$

Therefore the difference is significant at the .01 level.

TABLE C-VI (continued)

$SE_{23} = (5.839)(.113) = .660$

df = 491 $t_{05} = 1.96$

$t_{01} = 2.59$

Significance Difference

.05 level 1.294

.01 level 1.709

$$M_2 - M_3 = \begin{array}{r} 35.119 \\ \underline{27.635} \\ 7.484 \end{array}$$

Therefore the difference is significant at the .01 level.

$SE_{13} = (5.839)(.114) = .666$

df = 491 $t_{05} = 1.96$

$t_{01} = 2.59$

Significance Difference

.05 level 1.305

.01 level 1.725

$$M_1 - M_3 = \begin{array}{r} 32.551 \\ \underline{27.635} \\ 4.916 \end{array}$$

Therefore the difference is significant at the .01 level.

TABLE C-VII

ANALYSIS BY COVARIANCE OF THE DATA FROM THE PIERS-HARRIS SELF CONCEPT SCALE, BY GROUP

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.	SUM YSQ.
1	330	18144.00	18830.00	1082180.00	1059220.00	1135312.00
2	241	14027.00	14684.00	885758.00	855459.00	933222.00
3	207	10991.00	11818.00	660768.00	620587.00	716054.00
Totals	778	43162.00	45332.00	2628706.00	2535266.00	2784588.00

SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
85412880.00	61629.8984	60860.7969	46872.3672
102986234.00	39041.0469	38533.8047	31100.4609
129891638.00	37002.0703	41343.2578	33272.1719
122288736.00	140718.1563	143212.4063	113770.5625
TREATMENT TOTALS	3045.1250	2474.5313	2525.5625

Overall Regression Coefficient (B) = 0.8080
Sum of Squares Due to Regression = 89890.1533

Testing of Assumptions

Hypothesis - The Regression Coefficient Within Each Treatment Level Is The Same. I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B(1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.7605	35648.5864	25212.2104	328
2	0.7966	24774.9160	13758.8887	239
3	0.8992	29918.2559	11425.0020	205
SUM		90341.7578	50396.1011	772

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(1)
57.061	57.462	57.438
60.929	58.727	58.759
57.092	59.016	59.233

Hypothesis - The Overall Regression Coefficient is Zero. I.E., B = 0.
F(1,774) = 1368.301

TABLE C-VII (continued)

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	3045.1250	2525.5625	2474.5313
RESIDUAL	775	137673.0313	111245.0000	140737.8750
TOTAL	777	140718.1563	113770.5625	143212.4063

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
774	50847.7217	65.6947	2.9016
776	51228.9619		
ADJUSTED TREATMENTS			
2	381.2402	190.6202	

LEVEL	N	ADJ. MEANS	MEAN SQ.	MEAN SQ.
1	330	57.462	65.6947	8.105
2	241	58.727		
3	207	59.016		

$SE_{12} = (8.105)(.085) = .689$

df = 775

$t_{05} = 1.96$

$t_{01} = 2.58$

$\frac{1}{N_1} + \frac{1}{N_2} = .085$

$\frac{1}{N_1} + \frac{1}{N_3} = .089$

$\frac{1}{N_2} = \frac{1}{N_3} = .095$

Significance Difference

.05 level	1.350
.01 level	1.778

$M_1 - M_2$ = 57.462
58.727
1.265

Therefore, the difference is non-significant

TABLE C-VII (continued)

$SE_{23} = (8.105)(.095) = .770$,

df = 775

$t_{05} = 1.96$

$t_{01} = 2.58$

Significance difference

.05 level 1.509

.01 level 1.987

$$M_2 - M_3 = \begin{array}{r} 58.727 \\ \underline{59.016} \\ .289 \end{array}$$

Therefore, the difference is non-significant.

$SE_{13} = (8.105)(.089) = .721$

df = 775

$t_{05} = 1.96$

$t_{01} = 2.58$

Significance difference

.05 level 1.414

.01 level 1.860

$$M_1 - M_3 = \begin{array}{r} 57.462 \\ \underline{59.016} \\ 1.554 \end{array}$$

Therefore, a significant difference exists at the .05 level, but not at the .01 level.

TABLE C-VIII

ANALYSIS BY CO-VARIANCE
OF THE PIERS-HARRIS SCALE,
BY GROUP FOR THE NEGRO
SUBJECTS

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.	SUM YSQ.
1	156	8448.00	8804.00	498438.00	492432.00	523928.00
2	57	3018.00	3180.00	175401.00	169282.00	186724.00
3	71	3710.00	4107.00	224496.00	207080.00	248487.00
TOTALS	284	15176.00	16091.00	898335.00	868794.00	959139.00

SUMX SUMY	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
74376192.00	34940.3086	27066.3594	21667.5391
9597240.00	9486.8438	9313.4746	7028.3691
15236970.00	13219.4375	10917.2969	9890.7891
122098508.00	57839.8594	47447.8750	38486.3594
TREATMENT TOTALS	193.2656	150.7422	-100.3438

Overall Regression Coefficient (B) = 0.6694
Sum of Squares due to Regression = 25828.6492

TESTING OF ASSUMPTIONS

Hypothesis - The Regression Coefficient within each Treatment Level is the Same. I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B(1)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.6201	13436.6943	13629.6650	154
2	0.7409	5206.9976	4106.4771	55
3	0.7482	7400.2928	3517.0041	69
SUM		26043.9846	21253.1460	278

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(I)
56.436	55.956	55.991
55.789	56.117	56.152
57.845	58.637	58.730

TABLE C-VIII (continued)

F(2,278) = 1.408

Hypothesis - The Overall Regression Coefficient is Zero. I. E., B = 0

F(1,280) = 336.867

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	193.2656	-100.3438	150.7422
RESIDUAL	281	57646.5938	38586.7031	47297.1328
TOTAL	283	57839.8594	38486.3594	47447.8750

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
280 282	21468.4836 21839.2400	76.6732	2.4178
2	370.7563	185.3782	ADJUSTED TREATMENTS

LEVEL	N	ADJ. MEANS	MEAN SQ.	MEAN SQ.
1	156	55.956	76.6732	8.756
2	57	56.117		
3	71	58.637		

$SE_{12} = (8.766)(.158) = 1.383$

df = 281

$t_{05} = 1.97$

$t_{01} = 2.60$

$\frac{1}{N_1} + \frac{1}{N_2} = .158$

$\frac{1}{N_1} + \frac{1}{N_3} = .143$

$\frac{1}{N_2} + \frac{1}{N_3} = .178$

Significance Difference

.05 level 2.725

.01 level 3.596

$$M_1 - M_2 = \begin{array}{r} 55.956 \\ \underline{56.117} \\ .161 \end{array}$$

Therefore the difference is non-significant

TABLE C-VIII (continued)

$SE_{23} = (8.756)(.178) = 1.559$

df = 281 $\quad t_{05} = 1.97$

$t_{01} = 2.60$

Significance Difference

.05 level	3.071
.01 level	4.053

$$M_2 - M_3 = \begin{array}{r} 56.117 \\ \underline{58.637} \\ 2.520 \end{array}$$

Therefore the difference is non-significant.

$SE_{13} = (8.756)(.143) = 1.252$

df = 281 $\quad t_{05} = 1.97$

$t_{01} = 2.60$

Significance Difference

.05 level	2.466
.01 level	3.255

$$M_1 - M_3 = \begin{array}{r} 55.956 \\ \underline{58.637} \\ 2.681 \end{array}$$

Therefore, the difference is significant at the .05 level but not at the .01 level.

TABLE C-IX

ANALYSIS BY CO-VARIANCE OF THE PIERS-HARRIS SCALE, BY GROUP FOR THE WHITE SUBJECTS

LEVEL	N	SUM X	SUM Y	SUM XY	SUM XSQ.
1	174	9696.00	10026.00	583742.00	566788.00
2	184	11009.00	11504.00	710357.00	686177.00
3	136	7281.00	7711.00	436272.00	413507.00
TOTALS	494	27986.00	29241.00	1730371.00	1666472.00

LEVEL	SUM YSQ.	SUM X SUM Y	CORRECTED SUM XSQ.	CORRECTED SUM YSQ.	CORRECTED SUM XY
1	611384.00	97212096.00	26486.7656	33678.9688	25051.7969
2	746498.00	126647536.00	27491.7813	27247.9141	22055.1797
3	467567.00	56143791.00	23705.8164	30364.6406	23450.0078
TOTALS	1825449.00	102292328.00	81014.1250	94606.7344	73815.0938
TREATMENT TOTALS			3329.7500	3315.2031	3258.0938

OVERALL REGRESSION COEFFICIENT (B) = 0.9083
SUM OF SQUARES DUE TO REGRESSION = 64083.5459

TESTING OF ASSUMPTIONS

HYPOTHESIS - THE REGRESSION COEFFICIENT WITHIN EACH TREATMENT LEVEL IS THE SAME. I.E., B(1) = B(2) = ... = B.

LEVEL OF TREATMENT	B(I)	SS REG. OF TRT.	SS DEV. FROM REG. OF TRT.	DF
1	0.9458	23694.5698	9984,3989	172
2	0.8022	17693.6860	9554.2280	182
3	0.9892	23196.9595	7167.6812	134
SUM		64585.2153	26706.3081	488

Y MEANS	TABLE OF MEANS ADJUSTED BY B	ADJUSTED BY B(I)
57.621	58.463	58.498
62.522	59.634	59.971
56.699	59.528	59.780

F (1,490) = 1154.107

TABLE C-IX (continued)

Hypothesis - The overall regression coefficient is zero. I. E., B = 0

$F(1,490) = 1154.107$

COVARIANCE TABLE

BEFORE ADJUSTMENT

SOURCES	DF	SUM XSQ.	SUM XY	SUM YSQ.
TREATMENT	2	3329.7500	3258.0938	3315.2031
RESIDUAL	491	77684.3750	70557.0000	91291.5313
TOTAL	493	81014.1250	73815.0938	94606.7344

AFTER ADJUSTMENT

DF	SUM YSQ.	MEAN SQ.	F RATIO
490	27207.9854	55.5265	1.2874
492	27350.9561		
2	142.9707	71.4854	ADJUSTED TREATMENTS

LEVEL	N	ADJ. MEAN	MEAN SQ.	$\sqrt{\text{MEAN SQ.}}$
1	174	58.463	55.5265	7.452
2	184	59.634		
3	136	59.528		

$SE_{12} = (7.452)(.106) = .789912$

$df = 491$ $t_{05} = 1.96$

$t_{01} = 2.59$

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_2}} = .106$$

$$\sqrt{\frac{1}{N_1} + \frac{1}{N_3}} = .114$$

$$\sqrt{\frac{1}{N_2} + \frac{1}{N_3}} = .113$$

$df = 491$ $t_{05} = 1.96$

$t_{01} = 2.59$

Significance Difference

.05 level .798

.01 level 1.054

$$M_1 - M_2 = \begin{array}{r} 58.463 \\ \underline{59.634} \\ 1.171 \end{array}$$

The difference is, therefore, non-significant

TABLE C-IX (continued)

$SE_{23} = (7.452)(.113) = .842076$

df = 491 $t_{05} = 1.96$

$t_{01} = 2.59$

Significance Difference

.05 level	1.65046896
.01 level	2.18097684

$$M_2 - M_3 = \begin{array}{r} 59.634 \\ \underline{59.528} \\ .106 \end{array}$$

Therefore, the difference is non-significant

$SE_{13} = (7.452)(.114) = .849528$

df = 491 $t_{05} = 1.96$

$t_{01} = 2.59$

Significance Difference

.05 level	1.66566288
.01 level	2.20027752

$$M_1 - M_3 = \begin{array}{r} 58.463 \\ \underline{59.528} \\ 1.065 \end{array}$$

Therefore, the difference is non-significant

APPENDIX D

A MEASURE OF SOCIAL CLASS IDENTIFICATION

"A Measure of Social Class Identification"

The"Measure of Social Class Identification" was developed at the Division of Educational Reference at Purdue University by Dr. Robert W. Heath. The instrument is based upon the following operational definition:

> The subjective social class of an individual is defined in terms of how he perceives the desirability of his father's or main provider's occupation in relation to each of a list of familiar occupations which represent a wide range of social desirability. The "how he perceives the desirability of his father's or main provider's occupation" is represented by the individual's response pattern to these items.

The coefficient of reproducibility of this instrument is .89; and none of the coefficients on the five random sub-samples based on the larger sample differed by more than .01.

The validity of this instrument was tested by performing a single classification analysis of variance with each of the items of two questionaires. In these analyses the alternatives of the items were used as classification variables. A Bartlett's test of homogeneity of variance assumption was performed in each analysis.

These analyses demonstrated the "construct" validity of the instrument. The direction of the significantly different means was consistently that which one would expect. Students with lower scores on the socio-economic measure tend strongly to demonstrate those characteristics and attitudes which are associated with lower social strata.

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*Further information about this instrument, including details concerning the procedures employed in its validation are given in: Robert W. Heath, "The Development of a Measure of Social Class Identification," Studies in Higher Education, No. LXXXVII: (Lafayette, Indiana: Purdue University Division of Educational Reference, January, 1958).

Figure G-1

A MEASURE OF SOCIO-ECONOMIC STATUS (ORIGINAL FORM)

	More Desirable Than my Father's	Equally Desirable as my Father's	Less Desirable Than my Father's
Insurance salesman or auto salesman			
Owner of small factory or small business			
Foreman in a factory			
Deliveryman, truck driver, mail carrier, etc.			
Trash collector			
Machine operator in a factory or auto mechanic			
Farm owner or ranch owner			
Office worker such as secretary, librarian, etc.			
Director of a large corporation, such as G.E.			
Farm laborer or road worker			
Store clerk, grocery clerk, waiter, etc.			
President of a bank, doctor, lawyer			

APPENDIX E

THE SOCIOMETRIC DEVICE
USED IN THE STUDY

The Sociometric Device
Used in the Study

Below is the instrument used to determine the degree of inter-racial relationships in the experimental classrooms before and after the teaching of the unit. The instrument also was administered to the control group. This particular instrument was selected because it is simple to administer to a class as a whole by teachers who have had no training in testing or sociometrics, and because at the same time it is effective, providing the needed data. Thus, the children in each class were asked to name three children in response to each of the following statements:

I would like best to play with these children:

____

____

____

I would like best to study with these children:

____

____

____

I would like best to have these children sit near me:

____

____

____

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*Based upon the technique developed by Willard C. Olsen, *Child Development*, rev. ed. (Boston; Heath, 1959), pp. 232-238.

APPENDIX F

THE PIERS-HARRIS MEASURE OF SELF-CONCEPT

"The Piers-Harris Measure of Self-Concept"

Complete data concerning the Piers-Harris Measure of Self-Concept is presented in the Journal of Educational Psychology, 1964, Vol. 55, No. 2, 91-95.

A four-month test-retest procedure yielded the following results:

Table I

Four-Month Test-Retest Means, Standard Deviations, and Reliability Coefficient on the Self-Concept Scale.

Grade	N	November M	November SD	March[a] M	March[a] SD	r_{11}[b]
3	56	68.73	16.97	77.5	12.02	.72
6	66	65.88	13.03	71.9	10.85	.71
10	60	69.10	11.51	73.6	11.23	.72

[a] All March means significantly higher than November (p less than .01).

[b] All coefficients significantly different from zero (p less than .01).

The authors describe their validation procedures in these words:

> Validation of self-report scales is always difficult, since the appropriateness of behavioral and other criteria outside the self can be questioned. A first attempt was made by administering the scale to a group of 88 adolescent institutionalized retarded females, whose mean age was 16.8 years and whose mean I.Q. was 69.6. All of them had a reading level of the third grade or above, but the questions were read aloud as they had been for elementary school children.
>
> It might be expected that the self-concept of those judged mentally retarded would fall below that of normals. Gorlow, Butler, and Guthrie (1963) have also reported that institutionalized retardates manifest significantly more negative self-attitudes than noninstitutionalized retardates. Scores on this sample confirmed expectations. A mean of 57 and a standard deviation of 13.6 was obtained. The mean is significantly below any of the public school groups (t's = 6.51, 4.02, and 6.89) and indicates that the scale does reflect the hypothesized lower self-concept or at least the level of self-report.*

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*Ellen V. Piers and Dale B. Harris, Journal of Educational Psychology, vol. 55, No. 2, 1964, p. 94.

The Piers-Harris Measure of Self-Concept

THE WAY I FEEL ABOUT MYSELF

Here are a set of statements. Some of them are true of you and so you will circle the YES. Some are not true of you and so you will circle the NO. Answer every question even if some are hard to decide. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me YES NO
2. I am a happy person YES NO
3. It is hard for me to make friends YES NO
4. I am often sad YES NO
5. I am smart YES NO
6. I am shy YES NO
7. I get nervous when the teacher calls on me YES NO
8. My looks bother me YES NO
9. When I grow up I will be an important person YES NO
10. I get worried when we have tests in school YES NO
11. I am unpopular YES NO
12. I am well behaved in school YES NO
13. It is usually my fault when something goes wrong YES NO
14. I cause trouble to my family YES NO
15. I am strong YES NO
16. I have good ideas YES NO
17. I am an important member of my family YES NO
18. I like being the way I am YES NO
19. I am good at making things with my hands YES NO
20. I give up easily YES NO
21. I am good in my schoolwork YES NO
22. I do many bad things YES NO
23. I can draw well YES NO
24. I am good in music YES NO
25. I behave badly at home YES NO
26. I am slow in finishing my schoolwork YES NO
27. I am an important member of my class YES NO
28. I am nervous YES NO
29. I have pretty eyes YES NO
30. I can give a good report in front of the class YES NO
31. In school I am a dreamer YES NO
32. I pick on my brother(s) and sister(s) YES NO
33. My friends like my ideas YES NO

34. I often get into trouble YES NO

35. I am disobedient at home YES NO

36. I am unlucky YES NO

37. I worry a lot YES NO

38. My parents expect too much of me YES NO

39. I usually want my own way YES NO

40. I feel left out of things YES NO

41. I have nice hair YES NO

42. I often volunteer in school YES NO

43. I have a pleasant face YES NO

44. I sleep well at night YES NO

45. I hate school YES NO

46. I am among the last to be chosen for games YES NO

47. I am sick a lot YES NO

48. I am often mean to other people YES NO

49. My classmates in school think I have good ideas YES NO

50. I am unhappy YES NO

51. I have many friends YES NO

52. I am cheerful YES NO

53. I am dumb about most things YES NO

54. I am goodlooking YES NO

55. I have lots of pep YES NO

56. I get into a lot of fights YES NO

57. I am popular with boys YES NO

58. People pick on me YES NO

59. My family is disappointed in me YES NO

60. I wish I were different YES NO

61. When I try to make something, everything seems to go wrong YES NO

62. I am picked on at home YES NO

63. I am a leader in games and sports YES NO

64. I am clumsy YES NO

65. In games and sports I watch instead of play YES NO

66. I forget what I learn YES NO

67. I am easy to get along with YES NO

68. I lose my temper easily YES NO

69. I am popular with girls YES NO

70. I am a good reader YES NO

71. I would rather work alone than with a group YES NO

72. I dislike my brother (sister) YES NO

73. I have a bad figure YES NO

74. I am often afraid YES NO

75. I am always dropping or breaking things YES NO

76. I cry easily YES NO

77. I am different from other people YES NO

78. I think bad thoughts YES NO

79. I can be trusted YES NO

80. I am a good person YES NO

APPENDIX G

THE SOCIOMETRIC DATA AND ITS ANALYSIS

TABLE G-I

ANALYSIS OF THE CHOICES BY GROUP AND RACE--IRRESPECTIVE OF THE ORDER OF CHOICE*

NEGRO

	Play	Study	Sit
Group A	.098(N.S.)	.291(N.S.)	.845(N.S.)
Group B	.024(N.S.)	.837(N.S.)	.173(N.S.)
Group C	.026(N.S.)	.231(N.S.)	.036(N.S.)

WHITE

	Play	Study	Sit
Group A	.022(N.S.)	.196(N.S.)	2.63(N.S.)
Group B	.694(N.S.)	5.558(Sig.@.01 level)	1.021(N.S.)
Group C	1.091(N.S.)	0.000(N.S.)	.022(N.S.)

*The above analysis uses the McNemar Test in all instances.

TABLE G-II

ANALYSIS OF THE CHOICES BY GROUP AND RACE IN ORDER OF CHOICE

NEGRO

Play

	1st	2nd	3rd
Group A	1.070(N.S.)	.070(N.S.)	.080(N.S.)
Group B	1.450(N.S.)	0.000(N.S.)	.640(N.S.)
Group C	.637(N.S.)+	0.000(N.S.)	.210(N.S.)

Study

	1st	2nd	3rd
Group A	1.710(N.S.)	2.770(Sig.@.05 level)*	.760(N.S.)
Group B	0.000(N.S.)	.070(N.S.)	3.060(Sig.@.05 level)
Group C	.109(N.S.)+	0.000(N.S.)	0.000(N.S.)

Sit

	1st	2nd	3rd
Group A	.170(N.S.)	2.120(N.S.)	.500(N.S.)
Group B	.060(N.S.)	.050(N.S.)	.560(N.S.)
Group C	.109(N.S.)+	.440(N.S.)	0.000(N.S.)

*From an individual of a different race being chosen by the chooser the first time to an individual of the same race being chosen the second time.

+The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate its review; otherwise, separate data sheets for each would have been necessary. However, whenever the numerical values obtained by the McNemar Test are significant, their significance is given.

The two different analytical procedures had to be used in handling the data because of the variance in the number of cases involved, with the Binomial Test being used when $\frac{1}{2}$ (A+D) was less than five and the McNemar Test being used when it was five or greater.

TABLE G-II (Continued)
ANALYSIS OF THE CHOICES BY GROUP AND RACE IN ORDER OF CHOICE

WHITE

Play

	1st	2nd	3rd
Group A	.310 (N.S.)	.230 (N.S.)	.560 (N.S.)
Group B	.227 (N.S.)+	.350 (N.S.)	.060 (N.S.)
Group C	.500 (N.S.)+	.360 (N.S.)	.270 (N.S.)

Study

	1st	2nd	3rd
Group A	.450 (N.S.)	0.000 (N.S.)	0.000 (N.S.)
Group B	1.390 (N.S.)	3.450 (Sign. @ .05 level)	.830 (N.S.)
Group C	.360 (N.S.)	.360 (N.S.)	0.000 (N.S.)

Sit

	1st	2nd	3rd
Group A	.080 (N.S.)	1.230 (N.S.)	2.770 (Sign. @ .05 level)
Group B	.940 (N.S.)	.350 (N.S.)	0.000 (N.S.)
Group C	.900 (N.S.)	.050 (N.S.)	.560 (N.S.)

* From an individual of a different race being chosen by the chooser the first time to an individual of the same race being chosen the second time.

The Binomial Test value is given here which is itself an expression of the significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each should have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomial Test being used of $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-III

ANALYSIS OF THE CHOICES BY CLASS AND RACE— IRRESPECTIVE OF ORDER OF CHOICE

NEGRO

Group A	Play	Study	Sit
Class 305	0.000 (N.S.)	.040 (Sign. @ .05)	.130 (N.S.)
Class 717	0.000 (N.S.)	0.000 (N.S.)	0.000 (N.S.)
Class 716	.650 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
Class 725	.375 (N.S.)*	.125 (N.S.)*	1.000 (N.S.)*
Class 818	.125 (N.S.)	.375 (N.S.)*	.008 (Sign. @ .01)
Class 819	.656 (N.S.)*	0.000 (N.S.)	.363 (N.S.)*
Class 820	.062 (N.S.)*	.656 (N.S.)*	.100 (N.S.)
Group B			
Class 510	.500 (N.S.)*	.375 (N.S.)*	.344 (N.S.)*
Class 511	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 613	0.000 (N.S.)	0.000 (N.S.)	0.000 (N.S.)
Class 614	.375 (N.S.)	.250 (N.S.)	1.000 (N.S.)
Class 612	.344 (N.S.)*	.500 (N.S.)*	.375 (N.S.)*
Class 921	.500 (N.S.)	2.770 (Sign. @ .05)	1.230 (N.S.)
Class 922	.750 (N.S.)	4.270 (Sign. @ .05)	5.060 (Sign. @ .05)
Class 923	.031 (Sign. @ .05)*	.250 (N.S.)*	.500 (N.S.)*
Class 924	.500 (N.S.)*	.0625 (N.S.)*	.500 (N.S.)*

*The Bionomial Test value is given here which is itself an expression of significance—unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each would have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data becauseof the variance in the number of cases involved, with the Binomial Test being used if $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-III (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE-- IRRESPECTIVE OF ORDER OF CHOICE

Group C	Play	Study	Sit
Class 203	.500 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 204	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 306	0.000 (N.S.)	1.070 (N.S.)*	1.070 (N.S.)*
Class 407	0.000 (N.S.)	0.000 (N.S.)	0.000 (N.S.)
Class 202	.227 (N.S.)*	.375 (N.S.)*	.188 (N.S.)*
Class 212	.637 (N.S.)*	0.000 (N.S.)	.500 (N.S.)*

TABLE G-III

ANALYSIS OF THE CHOICES BY CLASS AND RACE--IRRESPECTIVE OF ORDER OF CHOICE (continued)

Group A	Play	Study	Sit
Class 305	.210 (N.S.)	0.000 (N.S.)	.360 (N.S.)
Class 717	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 716	.500 (N.S.)	.109 (N.S.)	.500 (N.S.)
Class 725	.363 (N.S.)*	.100 (N.S.)	.109 (N.S.)*
Class 818	0.000 (N.S.)	0.000 (N.S.)	0.000 (N.S.)
Class 819	.500 (N.S.)*	.656 (N.S.)*	.375 (N.S.)*
Class 820	.375 (N.S.)*	.500 (N.S.)*	.062 (N.S.)*
Group B			
Class 510	.100 (N.S.)	10.080 (Sign. @ .01)	.080 (N.S.)
Class 511	.254 (N.S.)*	.230 (N.S.)	.100 (N.S.)
Class 613	.250 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
Class 614	.375 (N.S.)*	.145 (N.S.)*	.020 (Sign. @ .05)
Class 612	.100 (N.S.)	.363 (N.S.)*	.270 (N.S.)
Class 921	.500 (N.S.)*	.145 (N.S.)*	.375 (N.S.)*
Class 922	.227 (N.S.)*	.145 (N.S.)*	.363 (N.S.)*
Class 923	1.000 (N.S.)*	.250 (N.S.)*	.650 (N.S.)*
Class 924	.500 (N.S.)*	0.000 (N.S.)	.188 (N.S.)*

*The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each would have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomial Test being used if $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-III

ANALYSIS OF THE CHOICES BY CLASS AND RACE--IRRESPECTIVE OF ORDER OF CHOICE (continued)

Group C	Play	Study	Sit
Class 203	.227 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
Class 204	.375 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
Class 306	.100 (N.S.)	.070 (N.S.)	.080 (N.S.)
Class 407	.500 (N.S.)*	.109 (N.S.)*	.344 (N.S.)*
Class 202	.650 (N.S.)*	.363 (N.S.)*	.070 (N.S.)
Class 212	.500 (N.S.)*	.375 (N.S.)*	.650 (N.S.)*

TABLE G-IV

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

NEGRO

	Play			Study		
Group A	1st	2nd	3rd	1st	2nd	3rd
Class 305	.344 (N.S.)*	.500 (N.S.)*	.344 (N.S.)*	.900 (N.S.)	.063 (N.S.)	.070 (N.S.)
Class 717	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 716	.250 (N.S.)*	.750 (N.S.)*	1.000 (N.S.)*	.750 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*
Class 725	.250 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 818	.500 (N.S.)*	.250 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
Class 819	.250 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.688 (N.S.)*	.125 (N.S.)*	.313 (N.S.)*
Class 820	.250 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*

Sit

1st	2nd	3rd
2.500 (N.S.)	.100 (N.S.)	0.000 (N.S.)
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
.500 (N.S.)*	.125 (N.S.)*	.125 (N.S.)*
.313 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
.500 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*

*The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each would have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomial Test being used if $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-IV (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

NEGRO

	Play			Study		
Group B	1st	2nd	3rd	1st	2nd	3rd
Class 510	.188 (N.S.)*	.500 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*
Class 511	1.000 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 613	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 614	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*
Class 612	.750 (N.S.)*	.250 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
Class 921	1.000 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.188 (N.S.)*	.344 (N.S.)*	.250 (N.S.)*
Class 922	.250 (N.S.)*	.227 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.313 (N.S.)*	.035 (Sign. @ .05)
Class 923	.500 (N.S.)*	.250 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*
Class 924	1.000 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	.250 (N.S.)*	.250 (N.S.)*

Sit

1st	2nd	3rd
.500 (N.S.)*	.125 (N.S.)*	.750 (N.S.)*
.500 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
.688 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
.125 (N.S.)*	.188 (N.S.)*	.500 (N.S.)*
.063 (N.S.)*	.109 (N.S.)*	.344 (N.S.)*
.750 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
.500 (N.S.)*	.313 (N.S.)*	.750 (N.S.)*

TABLE G-IV (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

NEGRO

	Play			Study		
Group C	1st	2nd	3rd	1st	2nd	3rd
Class 203	1.000 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 204	.500 (N.S.)*	.250 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
Class 306	.688 (N.S.)*	.500 (N.S.)*	.080 (N.S.)*	.500 (N.S.)*	.363 (N.S.)*	.188 (N.S.)*
Class 407	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 202	.500 (N.S.)*	.500 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 212	.750 (N.S.)*	.750 (N.S.)*	.688 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.188 (N.S.)*

Sit		
1st	2nd	3rd
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
1.000 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
.500 (N.S.)*	.500 (N.S.)*	.254 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
1.000 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*
.125 (N.S.)*	.250 (N.S.)*	.250 (N.S.)*

TABLE G-IV (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

WHITE

Group A	Play 1st	Play 2nd	Play 3rd	Study 1st	Study 2nd	Study 3rd
Class 305	.031 (N.S.)*	.500 (N.S.)*	.227 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 717	1.000 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 716	.250 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*
Class 725	.313 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.688 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 818	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
Class 819	1.000 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.750 (N.S.)*
Class 820	.250 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*

Sit

1st	2nd	3rd
.313 (N.S.)*	.125 (N.S.)*	.313 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*
.313 (N.S.)*	.688 (N.S.)*	.500 (N.S.)*
.500 (N.S.)*	.750 (N.S.)*	.125 (N.S.)*
1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*
.500 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*
.750 (N.S.)*	.250 (N.S.)*	.125 (N.S.)*

*The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each would have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomial Test being used if $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-IV (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

WHITE

	Play			Study		
Group B	1st	2nd	3rd	1st	2nd	3rd
Class 510	1.000 (N.S.)*	.109 (N.S.)*	.313 (N.S.)*	.031 (Sign. at .05)	.063 (N.S.)*	.125 (N.S.)*
Class 511	1.000 (N.S.)*	.688 (N.S.)*	.188 (N.S.)*	.063 (N.S.)*	.688 (N.S.)*	.500 (N.S.)*
Class 613	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	1.000 (N.S.)*
Class 614	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.188 (N.S.)*	.250 (N.S.)*
Class 612	.750 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
Class 921	1.000 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	.188 (N.S.)*	.500 (N.S.)*
Class 922	.250 (N.S.)*	.688 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
Class 923	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 924	.750 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.688 (N.S.)*	.688 (N.S.)*

Sit

1st	2nd	3rd
.188 (N.S.)*	.313 (N.S.)*	.125 (N.S.)*
.500 (N.S.)*	.125 (N.S.)*	.109 (N.S.)*
1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
1.000 (N.S.)*	.125 (N.S.)*	.109 (N.S.)*
.313 (N.S.)*	.344 (N.S.)*	.500 (N.S.)*
1.000 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*
.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*
.750 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
.250 (N.S.)*	.750 (N.S.)*	.500 (N.S.)*

TABLE G-IV (continued)

ANALYSIS OF THE CHOICES BY CLASS AND RACE IN ORDER OF CHOICE

WHITE

Group C	Play			Study		
	1st	2nd	3rd	1st	2nd	3rd
Class 203	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 204	1.000 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	.250 (N.S.)*
Class 306	.500 (N.S.)*	.500 (N.S.)*	.688 (N.S.)*	.688 (N.S.)*	.344 (N.S.)*	.688 (N.S.)*
Class 407	1.000 (N.S.)*	.750 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
Class 202	.250 (N.S.)*	.750 (N.S.)*	1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.688 (N.S.)*
Class 212	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*

Sit		
1st	2nd	3rd
.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
.750 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
.250 (N.S.)*	.500 (N.S.)*	.188 (N.S.)*
.250 (N.S.)*	.250 (N.S.)*	.250 (N.S.)*
.125 (N.S.)*	.500 (N.S.)*	.313 (N.S.)*
1.000 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	20	4	2	16	7	3	16	2	8
716	0	2	0	0	1	1	1	0	1
717	1	0	0	1	0	0	1	0	0
818	32	0	1	32	1	0	32	1	0
819	23	0	2	21	2	2	21	3	1
820	27	2	0	26	2	1	22	4	3
725	3	2	0	4	1	0	5	0	0
TOTALS	106	10	5	100	14	7	98	10	13

TABLE G–V

TABULATION OF THE FIRST CHOICES OF THE

NEGRO STUDENTS IN GROUP A

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	21	2	3	22	0	4	16	6	4
716	0	1	1	2	0	0	1	1	0
717	1	0	0	1	0	0	1	0	0
818	31	0	2	30	1	2	30	3	0
819	24	1	0	22	0	3	24	1	0
820	26	2	1	27	1	1	27	1	1
725	4	0	1	4	1	0	5	0	0
TOTALS	107	6	8	144	3	10	104	12	5

TABLE G–VI

TABULATION OF THE SECOND CHOICES OF THE

NEGRO STUDENTS IN GROUP A

GROUP A

Class Number	PLAY Same both times	PLAY Same 1st time different 2nd	PLAY Different 1st same second	STUDY Same both times	STUDY Same 1st time different 2nd	STUDY Different 1st same second	SIT Same both times	SIT Same 1st time different 2nd	SIT Different 1st same second
305	20	2	4	12	8	6	15	6	5
716	2	0	0	1	1	0	2	0	0
717	1	0	0	1	0	0	1	0	0
818	33	0	0	33	0	0	30	3	0
819	22	2	1	21	3	1	22	1	2
820	27	2	1	28	0	1	28	1	0
725	5	0	0	4	1	0	5	0	0
TOTALS	110	6	6	100	13	8	103	11	7

TABLE G–VII

TABULATION OF THE THIRD CHOICES OF THE

NEGRO STUDENTS IN GROUP A

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	5	0	5	5	3	2	6	1	3
716	20	2	0	19	0	3	18	3	1
717	34	0	0	32	1	1	34	0	0
818	2	0	0	2	0	0	2	0	0
819	5	0	0	2	1	2	4	1	0
820	4	2	0	3	1	2	4	1	1
725	22	1	3	22	2	2	25	0	1
	92	5	8	85	8	12	93	6	6

TABLE G–VIII

TABULATION OF THE FIRST CHOICES OF THE CAUCASIAN STUDENTS IN GROUP A

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	3	3	4	5	2	3	7	0	3
716	21	0	1	21	0	1	18	2	2
717	32	1	1	34	0	0	34	0	0
818	2	0	0	2	0	0	2	0	0
819	2	2	1	4	1	0	3	1	1
820	5	0	1	3	2	1	4	0	2
725	23	1	2	23	2	1	24	1	1
TOTALS	88	7	10	92	7	8	92	4	9

TABLE G-IX

TABULATION OF THE SECOND CHOICES OF

THE CAUCASIAN STUDENTS IN GROUP A

GROUP A

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	3	5	2	5	2	3	6	3	1
716	20	1	1	20	1	1	21	0	1
717	31	2	1	34	0	0	33	0	1
818	2	0	0	2	0	0	2	0	0
819	3	1	1	3	1	1	4	0	1
820	5	0	1	5	0	1	3	0	3
725	25	1	0	23	2	1	23	0	3
TOTALS	89	10	6	92	6	7	92	3	10

TABLE G–X

TABULATION OF THE THIRD CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP A

GROUP B

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	2	1	4	6	0	1	6	0	1
511	4	0	0	3	1	0	3	0	1
613	1	0	0	1	0	0	1	0	0
614	2	1	0	4	1	0	5	0	0
921	9	0	0	4	1	4	6	0	3
922	10	0	2	9	2	1	8	4	0
923	7	0	1	7	0	1	6	1	1
924	6	0	0	6	0	0	5	1	0
612	5	1	1	6	1	0	3	2	2
TOTALS	46	3	8	46	6	7	43	8	8

TABLE G–XI

TABULATION OF THE FIRST CHOICES

OF THE NEGRO STUDENTS IN

GROUP B

GROUP B

Class Number	PLAY Same both times	PLAY Same 1st time different 2nd	PLAY Different 1st same second	STUDY Same both times	STUDY Same 1st time different 2nd	STUDY Different 1st same second	SIT Same both times	SIT Same 1st time different 2nd	SIT Different 1st same second
510	6	1	0	6	0	1	4	3	0
511	4	0	0	4	0	0	4	0	0
613	1	0	0	1	0	0	1	0	0
614	3	0	1	4	0	0	5	0	0
921	6	2	1	3	2	4	4	1	4
922	5	5	2	8	3	1	6	5	1
923	6	0	2	8	0	0	6	0	2
924	5	1	0	4	2	0	2	1	3
612	5	0	2	6	0	1	7	0	0
TOTALS	41	9	8	44	7	7	39	10	10

TABLE G–XII

TABULATION OF THE SECOND CHOICES

OF THE NEGRO CHILDREN IN

GROUP B

GROUP B

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	4	3	0	5	2	0	5	1	1
511	3	1	0	4	2	0	4	0	0
613	1	0	0	1	0	0	1	0	0
614	4	1	0	4	1	0	5	0	0
921	7	0	2	7	0	2	4	3	2
922	9	3	0	4	7	1	6	4	2
923	6	0	2	7	0	1	7	1	0
924	6	0	0	4	2	0	4	1	1
612	5	1	1	1	7	0	7	0	0
TOTALS	45	9	5	43	12	4	43	10	6

TABLE G–XIII

TABULATION OF THE THIRD CHOICES

OF THE NEGRO STUDENTS IN

GROUP B

GROUP B

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	22	0	0	17	5	0	17	4	1
511	29	0	0	25	4	0	28	1	0
613	18	0	0	17	0	1	18	0	0
614	16	1	0	17	0	1	18	0	0
921	21	0	0	19	1	1	21	0	0
922	15	2	0	16	1	0	14	2	1
923	24	0	0	24	0	0	22	1	1
924	4	1	1	3	1	2	4	0	2
612	20	1	1	21	0	1	18	3	1
TOTALS	169	5	2	159	12	6	160	11	6

TABLE G–XIV

TABULATION OF THE FIRST CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP B

GROUP B

Class Number	PLAY Same both times	Same 1st time different 2nd	Different 1st same second	STUDY Same both times	Same 1st time different 2nd	Different 1st same second	SIT Same both times	Same 1st time different 2nd	Different 1st same second
510	16	5	1	18	4	0	18	3	1
511	25	2	2	25	2	2	25	0	3
613	17	1	0	16	2	0	17	1	0
614	16	0	1	13	4	1	15	3	0
921	18	2	1	16	1	4	18	2	1
922	13	2	2	15	2	0	14	1	3
923	24	0	0	23	1	0	23	0	1
924	4	0	2	2	2	2	4	1	1
612	17	3	2	20	2	0	16	4	2
TOTALS	150	15	11	148	20	9	150	15	11

TABLE G–XV

TABULATION OF THE SECOND CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP B

GROUP B

Class Number	PLAY Same both times	PLAY Same 1st time different 2nd	PLAY Different 1st same second	STUDY Same both times	STUDY Same 1st time different 2nd	STUDY Different 1st same second	SIT Same both times	SIT Same 1st time different 2nd	SIT Different 1st same second
510	17	1	3	19	3	0	19	0	3
511	23	4	1	20	4	5	21	5	1
613	16	1	0	17	0	0	17	0	1
614	15	1	0	16	2	0	12	5	1
921	19	0	2	20	0	1	21	0	0
922	16	1	0	12	3	2	15	0	2
923	24	0	0	23	1	0	23	0	1
924	5	1	0	2	2	2	5	0	1
612	19	1	2	17	3	2	17	2	3
TOTALS	154	10	8	156	18	12	150	12	13

TABLE G-XVI

TABULATION OF THE THIRD CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP B

GROUP C

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	2	0	0	2	0	0	2	0	0
204	1	1	0	2	0	0	2	0	0
306	13	2	2	15	1	1	14	1	2
407	1	0	0	1	0	0	1	0	0
202	5	0	1	5	0	1	6	0	0
212	9	1	1	8	0	3	8	0	3
TOTALS	31	4	4	33	1	5	33	1	5

TABLE G–XVII

TABULATION OF THE FIRST CHOICES

OF THE NEGRO STUDENTS IN

GROUP C

GROUP C

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	1	0	1	2	0	0	2	0	0
204	0	2	0	1	1	0	1	1	0
306	14	1	2	9	3	5	14	1	2
407	1	0	0	1	0	0	1	0	0
202	3	2	1	5	1	0	3	2	1
212	9	1	1	8	2	1	9	2	0
TOTALS	28	6	5	26	7	6	30	6	3

TABLE G–XVIII

TABULATION OF THE SECOND CHOICES

OF THE NEGRO STUDENTS IN

GROUP C

GROUP C

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	2	0	0	2	0	0	2	0	0
204	2	0	0	2	0	0	2	0	0
306	5	6	6	12	1	4	8	3	6
407	1	0	0	1	0	0	1	0	0
202	3	0	3	5	0	1	4	2	0
212	7	2	2	6	4	1	9	2	0
TOTALS	20	8	11	28	5	6	26	7	6

TABLE G–XIX

TABULATION OF THE THIRD CHOICES

OF THE NEGRO STUDENTS IN

GROUP C

GROUP C

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	24	0	1	24	0	1	24	0	1
204	20	0	0	19	1	0	18	1	1
306	14	2	1	13	2	2	15	2	0
407	27	0	0	26	1	0	25	0	2
202	16	0	2	15	1	2	15	3	0
212	16	1	0	16	1	0	17	0	0
TOTALS	117	3	4	113	7	4	114	7	3

TABLE G–XX

TABULATION OF THE FIRST CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP C

GROUP C

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	24	0	1	24	0	1	24	0	1
204	20	0	0	20	0	0	18	2	0
306	14	1	2	11	2	4	12	2	3
407	25	1	1	25	2	0	25	2	0
202	16	1	1	17	0	1	11	3	4
212	14	1	2	16	0	1	13	2	1
TOTALS	113	4	7	113	4	7	103	11	9

TABLE G–XXI

TABULATION OF THE SECOND CHOICES

OF THE CAUCASIAN STUDENTS

IN GROUP C

GROUP C

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	20	2	3	24	1	0	22	1	2
204	17	1	2	18	0	2	19	0	1
306	13	2	2	13	2	2	12	1	4
407	27	0	0	24	2	1	25	2	0
202	18	0	0	14	2	2	14	1	3
212	12	1	2	14	1	0	14	1	0
TOTALS	107	6	9	107	8	7	106	6	10

TABLE G–XXII

TABULATION OF THE THIRD CHOICES

OF THE CAUCASIAN STUDENTS IN

GROUP C

TABLE G-XXIII

ANALYSIS OF THE CHOICES BY GROUP AND CATEGORY IRRESPECTIVE OF THE ORDER OF CHOICE*

	Play	Study	Sit
Group A	0.000(N.S.)	.010(N.S.)	.530(N.S.)
Group B	2.580(N.S.)	16.140(Sig. @.001 level)	.320(N.S.)
Group C	.810(N.S.)	.390(N.S.)	.040(N.S.)

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*The above analysis uses the McNemar Test in all instances.

TABLE G-XXIV

ANALYSIS OF THE CHOICES BY CATEGORY AND CLASS IRRESPECTIVE OF ORDER OF CHOICE

Group A	Play	Study	Sit
Class 305	.214 (N.S.)	.098(N.S.)	.220(N.S.)
Class 717	.500(N.S.)+	.750(N.S.)+	.500(N.S.)
Class 716	.100(N.S.)+	.100(N.S.)	.071(N.S.)
Class 725	.071(N.S.)	2.400(N.S.)	1.455(N.S.)
Class 818	.031(Sig. @.05 level)*+	.344(N.S.)+	.090(N.S.)+
Class 819	.235(N.S.)	0.000(N.S.)	.308(N.S.)
Class 820	1.786(N.S.)	0.000(N.S.)	2.042(N.S.)
Group B			
Class 510	.640(N.S.)	12.000(Sig.@.001 level)	1.885(N.S.)
Class 511	1.895(N.S.)	.375(N.S.)	.643(N.S.)
Class 613	.031(Sig.@.05 level)+	.3125(N.S.)+	.344(N.S.)+
Class 614	.100(N.S.)	5.786(Sig.@.01 level)	6.667(Sig.@.005 level)
Class 612	.191 (N.S.)	.500(N.S.)	0.000(N.S.)
Class 921	.842(N.S.)	4.840(Sig.@.025 level)	1.714(N.S.)
Class 922	4.966(Sig.@.025 level)	12.250(Sig.@.001 level)	1.531(N.S.)
Class 923	.227(N.S.)+	.363(N.S.)+	4.900(Sig.@.025 level)
Class 924	.500 (N.S.)+	.0556(N.S.)	1.231(N.S.)

*From an individual of a different race being chosen by the chooser first time to an individual of the same race being chosen the second time.

+The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each should have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significances is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomical Test being used if $\frac{1}{2}(A+D)$ was less than five and the McNemar Test being used if it was five or greater.

TABLE G-XXIV (continued)

ANALYSIS OF THE CHOICES BY CATEGORY AND CLASS IRRESPECTIVE OF ORDER OF CHOICE

Group C			
Class 203	2.769(Sig.@.05 level)*	.188(N.S.)+	.344(N.S.)+
Class 204	.100(N.S.)	.344(N.S.)+	.109(N.S.)+
Class 306	0.00°(N.S.)	4.225(Sig.@.025 level)*	2.857(Sig.@.05 level)*
Class 407	1.00(N.S.)+	.020(Sig.@.05 level)*+	.900(N.S.)
Class 202	3.063(Sig.@.05 level)*	.563(N.S.)	.640(N.S.)
Class 212	.046(N.S.)	.211(N.S.)	.364(N.S.)

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	65	19	23	66	19	22	59	22	26
716	54	4	4	56	5	5	52	8	6
717	98	5	4	105	1	1	105	0	2
818	100	0	5	99	2	4	96	7	2
819	75	10	7	69	11	12	79	8	5
820	91	10	4	88	8	9	81	8	16
725	79	6	8	78	11	4	82	3	8
TOTALS	562	54	55	561	57	57	554	56	65

TABLE G–XXV

TABULATION OF THE CHOICES OF THE STUDENTS IN GROUP A, BY CLASS AND CATEGORY–IRRESPECTIVE OF THE ORDER OF CHOICE

GROUP B

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	62	15	10	60	23	4	61	17	9
511	80	13	6	75	14	10	85	9	5
613	58	5	0	59	3	1	57	2	4
614	60	6	4	56	12	2	55	13	2
612	63	9	12	66	11	7	67	8	9
921	76	7	12	70	7	18	74	7	14
922	58	21	8	51	29	7	55	20	12
923	89	2	5	88	5	3	86	1	9
924	25	2	3	12	10	8	17	4	9
TOTALS	571	80	60	537	114	60	557	81	73

TABLE G-XXVI

TABULATION OF THE CHOICES OF THE STUDENTS IN GROUP B

BY CLASS AND CATEGORY-IRRESPECTIVE OF THE

ORDER OF CHOICE

GROUP C

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	68	3	10	76	4	1	75	2	4
204	56	6	4	60	2	4	58	5	1
306	68	18	17	63	13	27	68	12	23
407	80	2	2	75	8	1	74	7	3
202	58	4	12	58	6	10	48	15	10
212	60	12	10	59	11	8	67	7	4
TOTALS	390	45	55	391	44	51	390	48	45

TABLE G-XXVII

TABULATION OF THE CHOICES OF THE STUDENTS IN GROUP C

BY CLASS AND CATEGORY-IRRESPECTIVE OF THE

ORDER OF CHOICE

TABLE G-XXVIII

ANALYSIS OF THE CHOICES BY GROUP AND CHOICE--IN ORDER OF CHOICE*

Play

	1st	2nd	3rd
Group A	.020(N.S.)	.833(N.S.)	.552(N.S.)
Group B	1.590(N.S.)	.024(N.S.)	1.029(N.S.)
Group C	.200(N.S.)	.045(N.S.)	.265(N.S.)

Study

	1st	2nd	3rd
Group A	0.00(N.S.)	1.750(N.S.)	1.029(N.S.)
Group B	9.92(Sig. @.005 level)	.800(N.S.)	5.780(Sig. @.01 level)
Group C	.020(N.S.)	.042(N.S.)	.148(N.S.)

Sit

	1st	2nd	3rd
Group A	.280(N.S.)	.030(N.S.)	.265(N.S.)
Group B	.020(N.S.)	.543(N.S.)	.020(N.S.)
Group C	.030(N.S.)	1.241(N.S.)	.036(N.S.)

*The above analysis uses the McNemar Test in all instances.

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TABLE G-XXIX

CHOICES BY CATEGORY
AND CLASS IN ORDER OF CHOICE

	PLAY			STUDY			SIT		
Group A	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd
Class 305	.204(N.S.)	.083(N.S.)	.000(N.S.)	.000(N.S.)	.090(N.S.)*	.000(N.S.)	1.250(N.S.)	.000(N.S.)	.? (N.S.)
Class 717	.688(N.S.)*	.750(N.S.)*	.500(N.S.)*	.000(N.S.)*	.000(N.S.)	.000(N.S.)	.500(N.S.)*	.000(N.S.)	.000(N.S.)
Class 716	.500(N.S.)*	.500(N.S.)*	.750(N.S.)*	.500(N.S.)*	.500(N.S.)*	.313(N.S.)*	.344(N.S.)*	.500(N.S.)*	.500(N.S.)*
Class 725	.500(N.S.)*	.313(N.S.)*	.500(N.S.)*	.900(N.S.)	.500(N.S.)*	.250(N.S.)*	.227(N.S.)*	.500(N.S.)*	.125(N.S.)*
Class 818	.125(N.S.)*	.250(N.S.)*	1.000(N.S.)*	.375(N.S.)*	.375(N.S.)*	1.000(N.S.)*	.063(N.S.)*	.375(N.S.)*	.500(N.S.)*
Class 819	.500(N.S.)*	.375(N.S.)*	.500(N.S.)*	.637(N.S.)*	.363(N.S.)*	.500(N.S.)*	.344(N.S.)*	.375(N.S.)*	.375(N.S.)*
Class 820	.062(N.S.)*	.375(N.S.)*	.375(N.S.)*	.100(N.S.)	.375(N.S.)	.375(N.S.)	.310(N.S.)	.188(N.S.)*	.344(N.S.)*

*The Binomial Test value is given here which is itself an expression of significance--unlike the value of the McNemar Test for which significance must be determined. These two quantitive expressions derived from the two tests above appear interspearsed in this analysis in order to facilitate matters of review; otherwise, separate data sheets for each would have been necessary. However, if the numerical values obtained by the McNemar Test are significant at the .05 level or better, their level of significance is given.

The two different analytical procedures had to be used here in handling the data because of the variance in the number of cases involved, with the Binomical Test being used if $\frac{1}{2}$(A+D) was less than five and the McNemar Test being used if it was five or greater.

TABLE G-XXIX (continued)

CHOICES BY CATEGORY
AND CLASS IN ORDER OF CHOICE

	PLAY			STUDY		
Group B	1st	2nd	3rd	1st	2nd	3rd
Class 510	.000 (N.S.)	.188 (N.S.)*	.500 (N.S.)*	7.890 (Sign. @ .005)	.227 (N.S.)*	.062 (N.S.)*
Class 511	.145 (N.S.)*	.375 (N.S.)*	.227 (N.S.)*	.750 (N.S.)	.375 (N.S.)*	.637 (N.S.)*
Class 613	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*
Class 614	.500 (N.S.)*	.375 (N.S.)*	.250 (N.S.)*	.109 (N.S.)*	.188 (N.S.)*	.125 (N.S.)*
Class 612	.637 (N.S.)*	.145 (N.S.)*	.500 (N.S.)*	.363 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 921	.500 (N.S.)*	.344 (N.S.)*	.016 (Sign. @ .02)*	2.50(N.S.)	.900 (N.S.)	.500 (N.S.)*
Class 922	1.790 (N.S.)	.360 (N.S.)	.063 (N.S.)*	5.880 (Sign. @ .01)	.109 (N.S.)*	2.770 (Sign. @ .05)
Class 923	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*	.375 (N.S.)*
Class 924	.500 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	.363 (N.S.)*	.363 (N.S.)*	.188 (N.S.)*

SIT		
1st	2nd	3rd
.500 (N.S.)*	.090 (N.S.)*	.344 (N.S.)*
.500 (N.S.)*	.375 (N.S.)*	.109 (N.S.)*
.375 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
.109 (N.S.)*	.125 (N.S.)*	.109 (N.S.)*
.637 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
.145 (N.S.)*	.363 (N.S.)*	.500 (N.S.)*
1.070 (N.S.)	.254 (N.S.)*	.637 (N.S.)*
.031 (Sign. @ .05)	.125 (N.S.)*	.500 (N.S.)*
.188 (N.S.)*	.500 (N.S.)*	.125 (N.S.)*

TABLE G-XXIX (continued)

CHOICES BY CATEGORY
AND CLASS IN ORDER OF CHOICE

	PLAY			STUDY		
Group C	1st	2nd	3rd	1st	2nd	3rd
Class 203	.109 (N.S.)*	.250 (N.S.)*	.500 (N.S.)*	.125 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
Class 204	.500 (N.S.)*	.250 (N.S.)*	.375 (N.S.)*	.375 (N.S.)*	1.000 (N.S.)*	.250 (N.S.)*
Class 306	.070 (N.S.)	.500 (N.S.)*	.060 (N.S.)	2.120 (N.S.)	.640 (N.S.)	.254 (N.S.)*
Class 407	.500 (N.S.)*	.500 (N.S.)*	1.000 (N.S.)*	.0625 (N.S.)*	.250 (N.S.)*	.375 (N.S.)*
Class 202	.062 (N.S.)*	.656 (N.S.)*	.125 (N.S.)*	.363 (N.S.)*	.500 (N.S.)*	.344 (N.S.)*
Class 212	.900 (N.S.)	.500 (N.S.)*	.500 (N.S.)*	.637 (N.S.)*	.500 (N.S.)*	.344 (N.S.)*

SIT

1st	2nd	3rd
.375 (N.S.)*	.500 (N.S.)*	.500 (N.S.)*
.250 (N.S.)*	.375 (N.S.)*	.500 (N.S.)*
.640 (N.S.)	.500 (N.S.)*	1.790 (N.S.)
.500 (N.S.)*	.250 (N.S.)*	.375 (N.S.)*
.254 (N.S.)*	0.000 (N.S.)	.500 (N.S.)*
.125 (N.S.)*	.188 (N.S.)*	.125 (N.S.)*

GROUP A

Class Number	PLAY Same both times	Same 1st time different 2nd	Different 1st same second	STUDY Same both times	Same 1st time different 2nd	Different 1st same second	SIT Same both times	Same 1st time different 2nd	Different 1st same second
305	18	7	10	22	7	6	15	7	13
716	21	2	1	19	2	3	18	4	2
717	31	2	2	33	1	1	34	0	1
818	32	0	3	32	1	2	31	4	0
819	23	4	3	22	4	4	24	4	2
820	28	6	1	25	4	6	22	5	8
725	22	4	5	21	7	3	24	2	5
TOTALS	175	25	25	174	26	25	168	26	31

TABLE G–XXX

TABULATION OF THE FIRST CHOICES OF THE STUDENTS IN GROUP A, BY CATEGORY

GROUP A

Class Number	PLAY Same both times	PLAY Same 1st time different 2nd	PLAY Different 1st same second	STUDY Same both times	STUDY Same 1st time different 2nd	STUDY Different 1st same second	SIT Same both times	SIT Same 1st time different 2nd	SIT Different 1st same second
305	24	5	7	27	2	7	23	6	7
716	16	1	2	20	0	1	16	3	2
717	34	1	1	36	0	0	36	0	0
818	33	0	2	32	1	2	32	2	1
819	28	2	1	23	3	5	28	2	1
820	31	2	2	31	2	2	30	1	4
725	27	1	3	28	2	1	30	1	0
TOTALS	193	12	18	197	10	18	195	15	15

TABLE G-XXXI

TABULATION OF THE SECOND CHOICES OF THE

STUDENTS IN GROUP A,

BY CATEGORY

GROUP A

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
305	23	7	6	17	10	9	21	9	6
716	17	1	1	17	3	1	18	1	2
717	33	2	1	36	0	0	35	0	1
818	35	0	0	35	0	0	33	1	1
819	24	4	3	24	4	3	27	2	2
820	32	2	1	32	2	1	29	2	4
725	30	1	0	29	2	0	28	0	3
TOTALS	194	17	12	190	21	14	191	15	19

TABLE G–XXXII

TABULATION OF THE THIRD CHOICES

OF THE STUDENTS IN GROUP A,

BY CATEGORY

GROUP B

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	16	7	6	16	12	1	18	8	3
511	25	6	2	21	8	4	28	3	2
613	20	3	0	22	1	0	20	1	2
614	19	3	2	18	5	1	18	5	1
612	20	4	4	20	5	3	20	4	4
921	22	3	4	19	2	8	21	2	6
922	15	10	4	12	14	3	14	10	5
923	29	0	3	28	2	2	27	0	5
924	8	1	1	2	5	3	5	1	4
TOTALS	174	37	26	158	54	25	171	34	32

TABLE G–XXXIII

TABULATION OF THE FIRST CHOICES

OF THE STUDENTS IN GROUP B.

BY CATEGORY

GROUP *B*

Class Number	PLAY			STUDY			SIT		
	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
510	24	4	1	22	5	2	20	7	2
511	29	2	2	29	2	2	30	1	2
613	19	1	0	18	2	0	18	1	1
614	20	1	2	18	4	1	20	3	0
612	20	2	6	23	3	2	24	2	2
921	27	4	2	23	3	7	25	3	5
922	18	7	4	23	5	1	20	6	3
923	30	1	1	31	1	0	29	0	3
924	8	0	2	5	1	4	5	3	2
TOTALS	195	22	20	192	26	19	191	26	20

TABLE G–XXXIV

TABULATION OF THE SECOND CHOICES

OF THE STUDENTS IN GROUP B,

BY CATEGORY

GROUP B

Class Number	PLAY Same both times	Same 1st time different 2nd	Different 1st same second	STUDY Same both times	Same 1st time different 2nd	Different 1st same second	SIT Same both times	Same 1st time different 2nd	Different 1st same second
510	22	4	3	22	6	1	23	2	4
511	26	5	2	25	4	4	27	5	1
613	19	1	0	19	0	1	19	0	1
614	21	2	0	20	3	0	17	5	1
612	23	3	2	23	3	2	23	2	3
921	27	0	6	28	2	3	28	2	3
922	25	4	0	16	10	3	21	4	4
923	30	1	1	29	2	1	30	1	1
924	9	1	0	5	4	1	7	0	3
TOTALS	202	21	14	187	34	16	195	21	21

TABLE G-XXXV

TABULATION OF THE THIRD CHOICES

OF THE STUDENTS IN GROUP B,

BY CATEGORY

GROUP C

Class Number	PLAY Same both times	Same 1st time different 2nd	Different 1st same second	STUDY Same both times	Same 1st time different 2nd	Different 1st same second	SIT Same both times	Same 1st time different 2nd	Different 1st same second
203	21	1	5	24	3	0	24	1	2
204	17	3	2	18	2	2	20	2	0
306	21	7	7	18	5	12	21	5	9
407	26	1	1	24	4	0	23	3	2
202	17	1	6	16	3	5	14	6	3
212	20	7	3	19	4	4	24	0	3
TOTALS	122	20	24	119	21	23	126	17	19

TABLE G–XXXVI

TABULATION OF THE FIRST CHOICES

OF THE STUDENTS IN GROUP C,

BY CATEGORY

GROUP C

Class Number	PLAY Same both times	Same 1st time different 2nd	Different 1st same second	STUDY Same both times	Same 1st time different 2nd	Different 1st same second	SIT Same both times	Same 1st time different 2nd	Different 1st same second
203	25	0	2	26	0	1	26	0	1
204	20	2	0	22	0	0	18	3	0
306	29	2	3	20	5	9	27	3	4
407	26	1	1	26	2	0	26	2	0
202	19	3	3	23	1	1	14	6	5
212	24	2	3	23	3	2	23	4	1
TOTALS	143	10	12	140	11	13	134	18	11

TABLE G–XXXVII

TABULATION OF THE SECOND CHOICES

OF THE STUDENTS IN GROUP C,

BY CATEGORY

GROUP C

	PLAY			STUDY			SIT		
Class Number	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second	Same both times	Same 1st time different 2nd	Different 1st same second
203	22	2	3	26	1	0	25	1	1
204	19	1	2	20	0	2	20	0	1
306	18	9	7	25	3	6	20	4	10
407	28	0	0	25	2	1	25	2	1
202	22	0	3	19	2	4	20	3	2
212	16	3	4	17	4	2	20	3	0
TOTALS	125	15	19	132	12	15	130	13	15

TABLE G-XXXVIII

TABULATION OF THE THIRD CHOICES

OF THE STUDENTS IN GROUP C,

BY CATEGORY

APPENDIX H

DEVELOPING THE TEST OF KNOWLEDGE

Developing the Test of Factual Knowledge

It was apparent, even at the time that the proposal for this study was being written, that a test of factual knowledge on Negro history and culture would have to be developed specifically for use with the project. The test that finally evolved consisted of two parts. The first was a multiple-choice instrument, with each item having five possible alternatives of which only one was correct; the second involved the identification of a list of individuals as to race, Negro or white, so that each item had only two alternatives, one of which was correct. The development of each part of this instrument will be discussed here separately, since they are two entirely different types of devices.

The Multiple-Choice Part of the Test of Factual Knowledge

Before writing the items for this test, an intensive study was made of the history of the Negro people in America. The first phase of the actual test construction was based upon the information thus obtained and dealt solely with the history of the American Negro and included items relating to the race's contributions to the nation's political, social, economic, and cultural development.

An initial total of 100 items were developed. These items were then presented to the teachers at the first of a series of workshops with the Gary teachers participating in the project. This workshop was held on Saturday, October 1, 1966 (Figure H-1). The teachers were given an opportunity to make suggestions and criticisms in line with the material that they covered in teaching the unit on American Negro history and culture to their classes. Items deemed unsuitable for one reason or another were then discarded, leaving a total of seventy items from the original group of 100. A reading level was now determined for each item, using the Dale-Chall Reading Predictability Formula (Table H-I).

FIGURE H-1

AGENDA FOR OCTOBER 1 MEETING

I. Introduction of Project Participants

II. Explanation of the Project

  A. General Statement of Goals and Plans

  B. General Statement of Plans for the Year

III. Presentation of Instruments ←

IV. Question Session ← } NB.

V. Conclusion

  A. Preparatory Remarks for the Next Session

  B. Closing Statement

TABLE H-I
READING LEVEL OF THE SET OF SEVENTY ITEMS OF THE TEST OF KNOWLEDGE

ITEM #	FORMULA RAW SCORE	CORRECTED READING LEVEL
1	3.9738	4 and below
2	4.7225	"
3	4.2069	"
4	4.5561	"
5	4.1077	"
6	4.1160	"
7	4.3309	"
8	4.0339	"
9	4.5439	"
10	4.4708	"
11	4.0209	"
12	4.0939	"
13	4.5944	"
14	4.0829	"
15	3.9217	"
16	3.9217	"
17	4.2664	"
18	3.8845	"
19	4.5662	"
20	4.1724	"
21	3.8093	"
22	3.8625	"
23	4.2664	"
24	6.5658	7-8
25	4.0953	4 and below
26	4.5476	"
27	4.7817	"
28	4.0035	"
29	3.9837	"
30	4.0953	"
31	4.0333	"
32	4.1697	"
33	3.9341	"
34	3.9527	"
35	3.9589	"
36	5.1677	5-6
37	4.0498	4 and below
38	3.9258	"
39	4.0457	"
40	4.4303	"
41	4.7033	"
42	4.6677	"
43	4.0664	"
44	3.8473	"
45	3.9837	"
46	4.2657	"
47	3.9341	"
48	4.3302	"
49	6.0071	7-8
50	4.1207	4 and below

TABLE H-I (continued)

READING LEVEL OF THE SET OF
SEVENTY ITEMS OF THE TEST OF KNOWLEDGE

ITEM #	FORMULA RAW SCORE	CORRECTED READING LEVEL
51	3.9713	4 and below
52	3.9465	"
53	4.0581	"
54	4.3638	"
55	3.9837	"
56	4.0333	"
57	4.0135	"
58	4.6677	"
59	4.8113	"
60	3.9589	"
61	4.6464	"
62	4.3692	"
63	4.0002	"
64	3.8928	"
65	4.2006	"
66	4.0663	"
67	4.7032	"
68	4.5662	"
69	3.9093	"
70	4.3063	"

Sum of x = 299.5608 **$\bar{X}$ = 4.2794**

This formula was devised in 1948 by Edgar Dale and Jeanne S. Chall. It is an improved version of reading formulas developed earlier by Irving Lorge and Rudolf Flesch. It was selected over other available reading predictability formulas, some of which are of more recent development, for several reasons.

1. The Dale-Chall Reading Formula is based on two counts--average sentence length and percentage of unfamiliar words. The factors that need to be considered in the processes of computation are therefore limited. At the same time, these two factors appear to be the most important ones in an accurate determination of grade level, for the results obtained by use of this formula appear to be satisfactory in most instances.

2. The formula uses nine, clearly defined steps and is based upon a three-thousand word list. Its structurized procedures contribute to its ease of application, suitable for use--albeit in the form of a cookbook approach--by graduate students unfamiliar with statistics or reading formulas.

3. The formula provides for flexibility, however, and is readily adaptable to all types of reading vocabulary normally encountered by fourth graders. Since word-count is important in this formula, special instructions are given for handling certain parts of speech, proper names, and abbreviations. Furthermore, words not found on the Dale-Chall reading list may still be counted as familiar words under certain conditions. These conditions are clearly delineated, again making the formula a better choice than some other formulas.

4. The Dale-Chall Formula was selected also because it lends itself for use in the analysis of reading matter falling within the grade level range at which the questions in the test of knowledge were intended--that is, at approximately the fourth grade. The Flesch Formula is specifically designed to determine the readibility of adult material.* The Lorge Formula** is intended for upper elementary and above. It

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* R.F. Flesch, Marks of Readable Style: A Study of Adult Education. New York: Teachers College, Columbia University, 1943.

** Irving Lorge, "Predicting Readibility," Teachers College Record (1944), 45: 404-419.

is also difficult to compute. The Spache Formula[+], on the other hand, is designed to determine the readability of primary material. Some other methods of determining grade placement were explored but dismissed because it was felt they were dated and/or for other reasons.[++] Of course, in selecting the Dale-Chall Formula for use in this study, its limitations are recognized. It contains, for example, some of the difficulties inherent in the use of other formulas, but it is felt that these difficulties are fewer and of a less intense degree--that it is the best formula available for our purposes.

In applying this formula to the items that had been developed, each item was analyzed separately. In the case of items consisting entirely of complete sentences, all sentences were included in determining the reading level. For example, item number two read:

The Emancipation Proclamation was written by Abraham Lincoln. Which sentence tells something about it?

It freed the slaves.
It was signed by George Washington.
It gave the slaves more money.
It let the slaves vote.
It let women vote.

The reading grade level of this item was calculated as follows:

1. Number of words in the sample:	39
2. Number of sentences in the sample:	7
3. Number of words not on Dale list:	2 *
4. Average sentence length (divide 1 by 2)	5.583
5. Dale score (divide 3 by 1, multiply by 100)	5.1300
6. Multiply average sentence length (4) by .0496	.2769
7. Multiply Dale score (5) by .1579	.8400
8. Constant	3.6365
9. Formula raw score (add 6, 7, 8)	4.7534

Corrected Grade Level: Grade 4 and below

[+] "A New Readability Formula for Primary Materials," University College, University of Florida, Gainesville, Florida. Mimeographed.

[++] Mabel Vogel and Carleton Washburne, "An Objective Method of Determining Grade Placement of Children's Reading Material, "Elementary School Journal XXVIII (1928), 373-381; and William S. Gray and Bernice E. Leary, What Makes a Book Readable? University of Chicago Press, Chicago, 1935.

[*] Names of persons and places are considered familiar according to the guidelines established by Edgar Dale and Jeanne S. Chall for the use of their formula. Hence the only unfamiliar words in these sentences are Emancipation Proclamation.

In the case of an item in which the question was worded in complete sentences but with the possible responses being presented in words or short phrases, then only the complete sentences were used in determining reading level. This procedure was used so as to simplify the calculations. It can be justified on the following grounds:

1. Many of the responses are proper names of persons or places which, under the Dale-Chall formula, are considered to be familiar.

2. Many of the responses consist of only one word.

3. All of the responses which are in the form of phrases are of three words or less, with the exception of those in Items 45 and 52, and the first and fourth response to Item 64.

Item 1 serves as an example for the determination of reading level in this situation. It reads:

> The Nile River is in Africa. It is a very long river. It is the longest river in Africa. What river in the United States is like this river?
>
> Mississippi River
> Missouri River
> Potomac River
> Ohio River
> Hudson River

The reading level for this item was obtained as follows:

1.	Number of words in the sample	34
2.	Number of sentences in the sample	5
3.	Number of words not on the Dale list	0
4.	Average sentence length (divide 1 by 2)	6.8
5.	Dale score (divide 3 by 1, multiply by 100)	0
6.	Multiply average sentence length (4) by .0496	.3373
7.	Multiply Dale score (5) by .1579	0
8.	Constant	3.6365
9.	Formula raw score (add 6, 7, 8)	3.9738

Corrected Grade Level: Grade 4 and below

Lastly, in items in which the question is an incomplete sentence which relies on each of the alternative responses' to be complete, the following procedure was used. The longest phrase from the alternative responses was used in determining the grade level of the item, irrespective of whether this response was the correct one or not.

Again, this procedure was selected in order to simplify the calculations, the presumption being made that the longest alternative is likely to be the hardest one for the children to read. It also assumes that the child reads the entire item each time he attaches one of the responses to the incomplete ending of the last sentence. In all probability, this is not the way he will actually proceed in reading the item. Rather, he will read the item once in its entirety and associate the various alternative responses in a series to the incomplete sentence. He will follow this procedure in all likelihood only if he can read the material with reasonable facility.

Item 3 will serve as the example for the procedure used in determining the grade level of questions in this third category. Of the five possible alternatives by which the incomplete sentence of the item can be completed, the fourth response, "hide from his master" is the longest. Hence, in determining the reading level of the item, the following construct is used, irrespective of the fact that this response is not the correct one: "Many slaves wanted to be free. One of the ways a Negro could become free by law was to hide from his master."

The calculations for this construct follow:

1.	Number of words in the sample	23
2.	Number of sentences in the sample	2
3.	Number of words not on the Dale list	0
4.	Average sentence length (divide 1 by 2)	11.5
5.	Dale score (divide 3 by 1, multiply by 100)	0.
6.	Multiply average sentence length (4) by .0496	.5804
7.	Multiply Dale score (5) by .1579	0.
8.	Constant	3.6365
9.	Formula raw score (add 6, 7, 8)	4.2169

Corrected grade level: Grade 4 and below

After the Dale-Chall Formula was applied to the items of the test of knowledge, all those that proved to be above the fourth grade level were then reworked and written down to that level.

When most of the items were completed for this section, research in the library was undertaken for the second phase which dealt with the lives and work of contemporary Negroes. Again, a large number of books about contemporary Negroes were consulted before any actual items were written. Included in these volumes were biographies, autobiographies, and literary works by Negro authors. At the same time, reference was made to current newspapers, journals, and the vertical files of the library, all of which yielded invaluable information about the activities and contributions of American Negroes today. Items subsequently were constructed and grade level was determined as in the previous instance.

After all items on the test were brought down to a fourth grade reading level, again using the Dale-Chall formula, they were carefully checked for accuracy by an outside consultant. The test then was duplicated and given to the teachers in Gary for their comments, suggestions, and criticisms during the workshop held there on October 17, 1966. After the instrument had been perused and discussed with them, several items were dropped, others were reworked, and a reading level was again determined for the new items as well as for the test as a whole, which now comprised a total of seventy-five questions. The revised test was again discussed with the teachers at the next workshop held November 28, 1966. (See Figures H-2to H-4.) The reading level of the test at this stage of its construction averaged 4.2794, with the individual **items** having a range in difficulty from 3.9 to 6.5. Several of these items were again revised and all items were rechecked for accuracy. The seventy-five items were then divided by random into three parts to comprise Forms I, II, and III (Figures H-5, H-6 , and H-7), with each form thus having twenty-five items. Form I was administered to eighty-one students; Form II to eighty-three students, and Form III to eighty-nine students. The 253 subjects in this trial run were fifth graders in Gary, all of whom, with the exception of a few transferees from other school systems, had studied the Unit on the American Negro during the previous year. None of the classes used in this sampling were in the same school where the study itself was later to take place.

SCHOOL CITY OF GARY
Gary, Indiana

MEMO:

TO: Principals and Teachers in
Curriculum Research Project

DATE: November 22, 1966

FROM: Mrs. Imogene Jones
Elementary Supervisor

Those Attending: Teachers from Groups A and B and Principals

Place: Webster School
3710 Pierce Street

Date: November 28, 1966

Time: 4:00-7:00 p.m.

Agenda

Slides and Artifacts from Africa -- Marguerite Carmon

This presentation will be a part of the unit when taught in January. Miss Carmon will travel to school centers involved in the study.

Dr. Georgeoff will discuss testing instruments and review the plan and schedule of the unit from suggestions submitted.

NORMAN R. TURCHAN
General Supervisor of Elementary Education

Figure H-2

Memorandum of the Workshop
For November 28, 1966

1. Discussion of Routine Matters.
2. Review of Teachers Reactions to the Test Items.
3. Discussion of the Schedule for the Project.
4. Discussion of Teachers Reactions to the Other Instruments to Be Used in the Study: Piers Harris Self-Concept Scale, Purdue Social-Economic Scale, and the Proposed Sociometric Scale.
5. Discussion of Curricular Aspects of the Study.
6. Resource Speaker: Miss M. Carmon on "Africa."

Figure H-3

AGENDA FOR NOVEMBER 28th WORKSHOP

Teachers' Criticisms of Test	Reply
1. Five items are too many from which to choose.	1. We must use IBM cards and these have five choices.
2. There should be more questions about contemporary Negroes in business.	2. More are included now.
3. Many schools are named for well-known Negroes. Have questions about these.	3. More are included now.
4. The general terms are difficult.	4. Innate problem in constructing the instrument. Reading level 4.2. Test can be read to class.
5. The vocabulary is difficult.	5. Innate problem in constructing the instrument. Reading level 4.2. Most words should be covered in unit.
6. Format of matching test is confusing.	6. The format has been changed.
7. Fifth grade studies U.S. History. Many ideas are too difficult.	7. Some questions have been modified.
8. Too much information is in the test that won't be taught because of the time limit.	8. We must leave as is. We will test as much as children have learned.
9. The concepts are much beyond the 4th grade level.	9. Some questions have been modified.
10. Sentences are too short and choppy.	10. Short sentences are necessary for a low reading level.
11. Everything should be double spaced.	11. The format will be changed and improved.
12. Test would be discouraging to slow class.	12. The teacher can read the questions and can administer the test in two or three sessions.

The following questions were omitted:

Some people did not like slavery. They worked very hard to help slaves become free. These people were called by a certain name. What was this name?

Abolitionists
Slaves
Prohibitionists
Protesters
Sailors

Figure H-4

Each of the following questions has one right answer. Choose this answer from the five listed below each question. When you have made your choice, mark this on your card with your special pencil. Here is a sample to show you how to use your card:

A certain animal chews on bones. He barks and says "bow-wow". What animal is this?

A. cat
B. dog
C. cow
D. lamb
E. horse

The answer is B -- dog. Mark "B" on your card by filling in the space like this:

(A) (■) (C) (D) (E)

Make your marks heavy and black. Try to stay inside the lines.

Here is another question for you to try before you start using your card:

A certain animal gives us milk. She says "moo, moo". She lives on a farm. What animal is this?

A. pig
B. chicken
C. lamb
D. cow
E. duck

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A) (B) (C) (D) (E)

Did you choose "D"? That is the correct answer. Now let's try another.

A certain animal has very soft fur. She likes milk. She says "meow". What is it?

A. mouse
B. dog
C. cat
D. duck
E. hen

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A) (B) (C) (D) (E)

Did you choose "C"? That is the correct answer. Now, if you have any other questions about using the card, ask your teacher.

Figure H-5.
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE PART
OF THE TEST OF KNOWLEDGE

1. The Nile River is in Africa. It is a very long river. Ships go on this river. It is the longest river in Africa. What river in the United States is like this river?

   A. Missouri River
   B. Mississippi River
   C. Potomac River
   D. Ohio River
   E. Hudson River

2. The Negroes were brought to this country to do a certain kind of work. What was this job?

   A. They refined sugar.
   B. They picked cotton.
   C. They mined ore.
   D. They planted rice.
   E. They worked in the oil fields.

3. After some slaves were set free by their masters, these freed slaves wanted to learn to read and write. However, in many states in the South it was against the law for Negroes to go to school. How did the Negroes learn to read and write?

   A. Some people taught them secretly.
   B. They did not learn to read and write.
   C. They went to the North to school.
   D. They went to school with the white children.
   E. They went to school in Mexico.

4. Long ago there were slaves. Many people had slaves. Who could own a slave?

   A. Only white men could buy slaves.
   B. Only farmers in the South could own slaves.
   C. Only Negroes could own slaves.
   D. Only store owners in the North could own slaves.
   E. Anyone who had the money to buy a slave.

5. In the War between the States, the North and the South were known by other names. The North was called the "Union." What was the South called?

   A. Yankees
   B. Abolitionists
   C. Mason States
   D. Lone Star States
   E. Confederacy

Figure H-5 (continued)
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

6. The Emancipation Proclamation was written by Abraham Lincoln. Which sentence tells something about it?

   A. It freed the slaves.
   B. It was signed by George Washington.
   C. It gave the slaves more money.
   D. It let the slaves vote.
   E. It let women vote.

7. Some slaves lived in the North. There were no cotton or tobacco farms in the North. The Northern Negroes worked mostly as

   A. house servants
   B. farm workers
   C. store clerks
   D. factory workers
   E. ship loaders

8. Long ago a well-known man wrote "All men are created equal." This man did many good things for our country. What was the name of this man?

   A. Abraham Lincoln
   B. Thomas Jefferson
   C. F. D. Roosevelt
   D. J. F. Kennedy
   E. James Buchanan

9. The North and the South went to war against each other. One of the reasons they were fighting was the slaves. The North did not want Negroes to be slaves. What was the name of this war?

   A. The War of 1812.
   B. The Spanish-American War.
   C. The War between the States.
   D. The Revolutionary War.
   E. The British-American War.

10. What is America's oldest and largest minority group?

   A. German
   B. English
   C. Chinese
   D. Italians
   E. Negroes

Figure H-5 (continued)
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

11. Some Negroes wrote many poems. One Negro wrote about Africa. He wrote about the life of the Negro in America. What is the name of this man?

A. Countee Cullen
B. Langston Hughes
C. Vachel Lindsey
D. Fenton Johnson
E. Claude McKay

12. A Negro was known as "The Plant Doctor." He also discovered many uses for peanuts. His name was

A. Booker T. Washington
B. George Washington Carver
C. Luther Burbank
D. William F. Smith
E. Ralph Bunche

13. Sojourner Truth was a well-known woman. She did many good things for the Negro people. For what was she the best known?

A. She was a singer.
B. She was a doctor.
C. She gave speeches against slavery.
D. She was a teacher.
E. She wrote poems about Negro life.

14. Dr. Charles R. Drew helped many sick people. He worked in a hospital. He discovered something that helps sick people become well. What did he discover?

A. How to freeze medicine.
B. How to preserve blood.
C. How to train nurses.
D. How to train doctors.
E. How to give medicine.

15. Crispus Attucks has a school in Indianapolis named after him. What did he do?

A. He was a member of the 9th Army in Cuba.
B. He made the first cotton gin.
C. He became the first Negro mayor.
D. He was the first Negro to die in the Revolutionary War.
E. He was a hero in the Battle of Bull Run.

Figure H-5 (continued)
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

16. Many Negroes write music. One kind of music is called "the Blues." One Negro was known as the "Father of the Blues." He was one of the first to write such music. What was his name?

A. Lionel Hampton
B. Louis Armstrong
C. Duke Ellington
D. Nat "King" Cole
E. W. C. Handy

17. A Negro woman is well-known as a judge. She works in a court. She is the first woman Negro to be chosen as a judge. She is a judge for boys and girls. She is very fair. She is honest. She does a good job. What is her name?

A. Sojourner Truth
B. Juanita Kidd Stout
C. Mary M. Bethune
D. Leslie Uggams
E. Patricia R. Harris

18. Many Negroes are law-makers. Some make laws for states. One Negro man was chosen by the people of Georgia. He said many things about Viet Nam. Some people did not like what he said. These people would not let him have his job. Who was this man?

A. Thurgood Marshall
B. Julian Bond
C. Blanche Bruce
D. Martin L. King
E. Dick Gregory

19. Many Negroes are teachers. Some Negroes teach history. One Negro taught in England for a long time. Now he teaches in Chicago. He has written many books. Who is he?

A. John Hope Franklin
B. Paul Lawrence Dunbar
C. Matthew A. Henson
D. Booker T. Washington
E. Langston Hughes

20. Many Negroes are marching in several cities. A certain man often leads the marches. He also gives speeches. He is very well-known. He is a church leader. He won the Nobel Peace Prize. What is his name?

A. Count Bass
B. Samuel Davis
C. Martin Luther King
D. J. A. Rogers
E. Sam Cooke

Figure H-5 (continued)
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

21. Many Negroes play in sports. Some of them are well-known. A few play baseball. Who was the first Negro to play in the "big time" baseball games?

A. Willie Mays
B. Satchel Paige
C. Jackie Robinson
D. Jim "Mudcat" Grant
E. Hank Aaron

22. Astronauts go into space. A Negro is preparing to go into space. He will be the first Negro to go into space. What is his name?

A. Edward J. Dwight, Jr.
B. Gordon Cooper
C. David White
D. Leslie N. Shaw
E. James Brown

23. Sidney Poitier is a well-known actor. He acted in many plays. Many people have seen a certain play he was in. What was the name of this play?

A. Camelot
B. A Taste of Honey
C. Bye Bye Birdie
D. A Raisin in the Sun
E. Music Man

24. Many Negroes are singers. A well-known Negro woman sings at the Lincoln Center. The Lincoln Center is in New York City. She has been on TV. Her husband is William Warfield. He also sings. What is the name of this woman?

A. Leontyne Price
B. Marian Anderson
C. Marietta Davis
D. Blanche Bruce
E. Mary Bethune

25. A young Negro girl sang on the Mitch Miller Show. She became very well-known. Not long ago she was on the Ed Sullivan Show. Who is this singer?

A. Sandy Lennon
B. Mrs. Nat Cole
C. Cyd Cyrisse
D. Leslie Uggams
E. Eartha Kitt

Figure H-5 (continued)
PRELIMINARY FORM I OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

TABLE H-II

SUPPLEMENTARY DATA ON PRELIMINARY

FORM I OF THE TEST OF KNOWLEDGE:

NUMBER OF ITEMS = 25

NUMBER OF STUDENTS = 81

ITEM	PROPORTION CHOOSING EACH ALTERNATIVE				
	A	B	C	D	E
1	0.025*	0.938	0.025	0.012	0.
2	0.012	0.815	0.012	0.012	0.148*
3	0.667	0.173*	0.136	0.025	0.
4	0.160	0.086	0.025*	0.	0.716
5	0.333*	0.062	0.037	0.074	0.494
6	0.753	0.099	0.037*	0.049	0.062
7	0.494*	0.198	0.012	0.148	0.148
8	0.321	0.346	0.049*	0.185	0.099
9	0.185	0.012*	0.642	0.111	0.049
10	0.049	0.185*	0.037	0.025	0.679
11	0.049*	0.358	0.160	0.123	0.222
12	0.148	0.605*	0.049	0.062	0.037
13	0.049	0.136	0.494	0.074	0.210*
14	0.025	0.654	0.025	0.012	0.272*
15	0.074	0.049*	0.099	0.568	0.173
16	0.123	0.198*	0.123	0.321	0.210
17	0.111	0.086	0.235*	0.099	0.383
18	0.111*	0.173	0.049	0.420	0.198
19	0.210	0.185	0.123	0.111	0.296*
20	0.049	0.099	0.654	0.111*	0.062
21	0.420	0.037	0.395	0.086*	0.037
22	0.395	0.148	0.148	0.123*	0.111
23	0.111*	0.025	0.272	0.395	0.148
24	0.395	0.235	0.173*	0.025	0.086
25	0.160*	0.173	0.086	0.346	0.198

ITEM	ALTERNATIVE CORRELATION WITH TOTAL SCORE				
	A	B	C	D	E
1	0.095*	-0.067	0.057	-0.068	0.
2	0.094	-0.370	0.040	0.094	0.334*
3	-0.240	0.258*	0.107	-0.135	0.
4	-0.152	0.089	0.249*	0.	-0.000
5	0.379*	-0.131	-0.119	0.056	-0.279
6	-0.053	0.098	0.228*	-0.111	-0.106
7	0.353*	-0.167	0.040	-0.220	-0.103
8	-0.163	-0.104	0.054*	0.278	0.018
9	0.032	0.040*	-0.081	0.164	-0.139
10	0.054	0.232*	0.039	0.095	-0.182
11	0.137*	-0.143	0.173	0.007	0.177
12	-0.220	0.333*	-0.056	0.092	-0.025
13	0.192	-0.119	-0.159	0.010	0.287*
14	0.172	-0.298	-0.135	0.040	0.339*
15	0.033	0.082*	-0.121	0.061	0.100
16	-0.174	0.372*	0.116	-0.201	-0.035
17	-0.006	0.110	0.254*	-0.041	-0.050
18	0.259*	-0.215	0.082	0.051	0.058
19	-0.021	-0.090	-0.119	-0.044	0.363*
20	-0.166	0.138	-0.072	0.107*	0.166
21	-0.022	-0.088	-0.016	0.237*	0.007
22	-0.162	0.065	0.099	0.261*	-0.044
23	0.145*	0.057	0.285	-0.284	-0.019
24	-0.089	0.156	0.100*	-0.097	0.068
25	0.124*	-0.105	0.131	-0.003	-0.032

TABLE H-II
(Continued)

SUPPLEMENTARY DATA ON PRELIMINARY

FORM I OF THE TEST OF KNOWLEDGE

TEST MEAN = 4.2593

TEST STANDARD DEVIATION = 2.0843

KUDER RICHARDSON 20 = 0.3148

STANDARD ERROR OF MEASUREMENT = 1.7254

FREQUENCY		DISTRIBUTION	STANDARD SCORES
0	1		29.57
1	7		34.37
2	9		39.17
3	15		43.96
4	12		48.76
5	15		53.55
6	10		58.35
7	6		63.15
8	4		67.95
9	2		72.74
10			
11			
12			

Each of the following questions has one right answer. Choose this answer from the five listed below each question. When you have made your choice, mark this on your card with your special pencil. Here is a sample to show you how to use your card:

> A certain animal chews on bones. He barks and says "bow-wow". What animal is this?

A. cat
B. dog
C. cow
D. lamb
E. horse

The answer is B -- dog. Mark "B" on your card by filling in the space like this:

(A)   (**B**)   (C)   (D)   (E)

Make your marks heavy and black. Try to stay inside the lines.

Here is another question for you to try before you start using your card:

> A certain animal gives us milk. She says "moo, moo". She lives on a farm. What animal is this?

A. pig
B. chicken
C. lamb
D. cow
E. duck

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A)   (B)   (C)   (D)   (E)

Did you choose "D"? That is the correct answer. Now let's try another.

> A certain animal has very soft fur. She likes milk. She says "meow". What is it?

A. mouse
B. dog
C. cat
D. duck
E. hen

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A)   (B)   (C)   (D)   (E)

Did you choose "C"? That is the correct answer. Now, if you have any other questions about using the card, ask your teacher.

Figure H-6
PRELIMINARY FORM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

1. The Sahara Desert is very hot and dry. It is in a land where many Negroes live. What is the name of this land?

   A. Africa
   B. Asia
   C. Australia
   D. South America
   E. North America

2. The Negroes in the South worked on the land. They often picked a certain crop. What was the main crop they picked?

   A. Peanuts
   B. Corn
   C. Tomatoes
   D. Rice
   E. Cotton

3. Slaves often could not talk to their friends on other farms. Sometimes they wanted to tell their friends news. How did they send news to their friends?

   A. They sent a letter.
   B. They made up a folk song about the news.
   C. They sent a boy with a note.
   D. They used the telephone.
   E. They used secret writing ink.

4. Where was the old "Cotton Kingdom?"

   A. Africa
   B. Northern United States
   C. Southern United States
   D. Mexico
   E. France

5. The Underground Railway was a certain way for the run-away slaves to get up to the North. It had a very special kind of station. What kind of stations did it have?

   A. Homes of trusted friends.
   B. A small building by the railroad tracks.
   C. A hotel so people could sleep between trains.
   D. They had no stations.
   E. A large building in the center of town.

Figure H-6 (continued)
PRELIMINARY FROM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

6. Eli Whitney made the first cotton gin. Cotton could be cleaned much faster with this machine. More cotton was grown. More slaves were needed to work in the cotton fields. What happened to the Negroes?

   A. The Negroes did not work as hard.
   B. The Negroes got more money.
   C. Many more slaves were brought to America.
   D. The Negroes ran away.
   E. The Negroes liked the new machine.

7. Many people helped free the slaves. A well-known American was one of the first men to help. He worked with a kite and a key. He also did many other things for our country. What was his name?

   A. Benjamin Franklin
   B. George Washington
   C. Thomas Jefferson
   D. John Hancock
   E. Alexander Hamilton

8. The Civil War was known by many names. One of these names is given below. What is the name for the war?

   A. The War of 1812.
   B. The Spanish-American War.
   C. The War between the States.
   D. The Revolutionary War.
   E. The British-American War.

9. What well-known act did Abraham Lincoln do for the Negroes?

   A. He gave the Negroes low taxes.
   B. He freed the slaves.
   C. He gave the slaves food.
   D. He owned many slaves.
   E. He sent some Negroes to Canada.

10. Once there were slaves in the United States. A slave works hard. He is not paid well. Some men owned slaves. What is slavery?

   A. Slavery is one man's owning a farm.
   B. Slavery is one man's owning another man.
   C. Slavery is one man's owning a store.
   D. Slavery is one man's owning some cattle.
   E. Slavery is one man's owning a school house.

Figure H-6 (continued)
PRELIMINARY FORM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

11. Phillis Wheatley was a slave. She lived in the North. She worked as a maid. She could do something special. She was known in this country and in England. What could she do that made her well-known?

    A. She wrote poems.
    B. She wrote stories.
    C. She acted in movies.
    D. She taught school.
    E. She became a doctor.

12. George Washington Carver was a well-known American Negro. For what was he best known?

    A. He was a teacher.
    B. He worked with plants.
    C. He wrote poems.
    D. He built a school for Negroes.
    E. He was a sailor.

13. Harriet Tubman did many things for the Negro people. They liked her very much. What did she do?

    A. She wrote Negro poems.
    B. She wrote a book about the Negro people.
    C. She taught school.
    D. She worked on a Negro newspaper.
    E. She worked on the Underground Railway.

14. Blanche K. Bruce was a wise leader. He did many things that made him a well-known man. He was the first Negro to hold two important jobs. What were the jobs that he held?

    A. A poet and an artist.
    B. A teacher in college and a speaker.
    C. A Baptist minister and a speaker.
    D. Governor of Virginia and Mayor of New York.
    E. U.S. Senator and register of the U.S. Treasury.

15. A Negro went with Commander Robert Perry. They discovered the North Pole. What was the name of this Negro?

    A. Charles Young
    B. Matthew A. Henson
    C. Ralph Bunche
    D. Robert Smalls
    E. Paul L. Dunbar

Figure H-6 (continued)
PRELIMINARY FORM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

16. Frederick Douglass was born a slave. He escaped to the North. He worked to help other Negroes become free. How did he do this?

A. He wrote poems.
B. He gave speeches.
C. He was a teacher.
D. He wrote songs.
E. He bought some slaves.

17. Some Negroes work as builders. Some have become very well-known. One of these Negro builders is named below. He plans hotels. He plans houses. His buildings are well-known. His buildings are very beautiful. What is this man's name?

A. Frank Lloyd Wright
B. Edward W. Brooke
C. Paul Revere Williams
D. Carl T. Rowan
E. John M. Burgess

18. Many Negroes make the laws. Judges tell people what the laws mean. Some Negroes are judges. One Negro judge has done many things. He was a teacher at Howard University Law School. He was a lawyer. He won many cases. He once was a governor of the Virgin Islands. Now he is a judge in Philadelphia. What is his name?

A. William H. Hastie
B. Julian Bond
C. Booker T. Washington
D. Thurgood Marshall
E. Douglas Wilder

19. The President of the United States has many people to help him. A group that helps him very much is called the cabinet. One man of this group is a Negro. He is the first Negro to be part of this group. He wants everyone to have a good home. Who is he?

A. Julian Bond
B. James Bond
C. George W. Carver
D. Langston Hughes
E. Robert Weaver

20. A Negro woman works in Luxembourg. Luxembourg is a small country across the sea. She helps people in Luxembourg to know about the U. S. She is the first woman Negro to have this job. She used to teach school. Her husband is a lawyer in Washington, D. C. Who is she?

A. Sojourner Truth
B. Marian Anderson
C. Mary Bethune
D. Patricia Roberts Harris
E. Mary Alice Palmer

Figure H-6 (continued)
PRELIMINARY FORM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

21. A Negro man writes stories for newspapers. He writes about the lawmakers. At one time he worked in Finland. Finland is a country across the sea. He told the people in Finland about the United States. What is his name?

A. Thurgood Marshall
B. Robert Weaver
C. Medgar Evers
D. Carl T. Rowan
E. W. E. B. DuBois

22. A well-known Negro has a night club act. He does this act in many cities all over the country. He also works hard for Negro civil rights. He wrote a book about himself. The book tells of his life as a boy. What is the name of this man?

A. Nat "King" Cole
B. Sammy Davis, Jr.
C. Jack Lennon
D. Dick Gregory
E. Jan Murray

23. Sidney Poitier appeared in a play on Broadway. This play ran for a long time. What was the name of this play?

A. A Raisin in the Sun
B. My Fair Lady
C. Camelot
D. The Sound of Music
E. West Side Story

24. Marian Anderson is known in the United States. She is known in other parts of the world. What does she do that makes her so well-known?

A. She teaches school.
B. She became the first woman doctor.
C. She sings songs.
D. She writes poems.
E. She became a movie star.

25. Leslie Uggams is well-known. She has been on the Ed Sullivan Show many times. What does she do?

A. She sings songs.
B. She plays the fiddle.
C. She dances.
D. She plays the drums.
E. She tells stories.

Figure H-6 (continued)
PRELIMINARY FORM II OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

TABLE H-III

SUPPLEMENTARY DATA ON PRELIMINARY

FORM II OF THE TEST OF KNOWLEDGE :

NUMBER OF ITEMS = 25

ITEM	PROPORTION CHOOSING EACH ALTERNATIVE				
	A	B	C	D	E
1	0.988	0.	0.	0.012	0. *
2	0.036	0.145	0.157	0.060*	0.614
3	0.193	0.602*	0.120	0.012	0.072
4	0.217	0.072*	0.386	0.241	0.096
5	0.277	0.386	0.084*	0.145	0.108
6	0.133	0.048	0.398*	0.253	0.181
7	0.639*	0.133	0.048	0.084	0.096
8	0.181	0.096	0.108	0.494*	0.108
9	0.096	0.699	0.096*	0.	0.096
10	0.096	0.783	0.024	0.084	0. *
11	0.506	0.145	0.084*	0.096	0.193
12	0.036	0.542	0.048	0.301*	0.084
13	0.060	0.410	0.120	0.024	0.386*
14	0.133*	0.133	0.193	0.193	0.337
15	0.084	0.193	0.289*	0.169	0.241
16	0.084	0.289*	0.060	0.157	0.410
17	0.133	0.313	0.265	0.120	0.157*
18	0.181	0.120	0.337	0.145*	0.217
19	0.096	0.060	0.337	0.157*	0.349
20	0.048*	0.277	0.157	0.205	0.289
21	0.205	0.313	0.181	0.084	0.205*
22	0.313	0.398	0.108*	0.120	0.048
23	0.120*	0.373	0.084	0.229	0.181
24	0.024	0.060	0.602	0.133*	0.157
25	0.530	0.072	0.193	0.072*	0.120

NUMBER OF STUDENTS = 83

ITEM	ALTERNATIVE CORRELATION WITH TOTAL SCORE				
	A	B	C	D	E
1	-0.053	0.	0.	0.053	0. *
2	0.061	-0.248	-0.058	-0.055*	0.213
3	-0.316	0.398*	-0.174	0.053	-0.005
4	-0.054	0.205*	0.147	-0.208	-0.047
5	0.232	-0.263	0.169*	-0.007	-0.065
6	-0.096	-0.089	0.418*	-0.205	-0.229
7	0.429*	-0.114	-0.258	-0.245	-0.149
8	-0.276	-0.047	-0.220	0.406*	0.033
9	0.056	-0.001	-0.067*	0.	0.056
10	-0.129	0.039	-0.003	0.103	0. *
11	0.200	-0.059	0.016*	-0.129	-0.132
12	-0.133	-0.020	-0.061	0.133*	-0.049
13	0.123	-0.446	0.030	-0.042	0.384*
14	0.386*	0.011	-0.208	0.006	-0.077
15	-0.027	-0.254	0.322*	-0.041	-0.039
16	0.060	0.282*	-0.310	-0.191	-0.003
17	-0.061	-0.078	0.140	-0.211	0.192*
18	-0.009	-0.118	-0.167	0.423*	-0.068
19	-0.129	-0.132	-0.179	0.125*	0.228
20	-0.004*	-0.038	-0.124	0.261	-0.038
21	-0.129	-0.156	0.007	0.082	0.291*
22	-0.156	0.121	0.072*	-0.118	0.194
23	0.105*	-0.102	-0.071	0.163	-0.056
24	-0.082	0.173	0.015	0.082*	-0.108
25	-0.044	-0.192	-0.009	-0.028*	0.291

TABLE H-III
(Continued)

SUPPLEMENTARY DATA ON PRELIMINARY

FORM II OF THE TEST OF KNOWLEDGE

TEST MEAN = 5.0361

TEST STANDARD DEVIATION = 2.0027

KUDER RICHARDSON 20 = 0.1899

STANDARD ERROR OF MEASUREMENT = 1.8026

FREQUENCY	DISTRIBUTION	STANDARD SCORES
0		
1	1	29.85
2	8	34.84
3	9	39.84
4	15	44.83
5	20	49.83
6	13	54.81
7	8	59.81
8	4	64.80
9	3	69.80
10	1	74.79
11	1	79.79
12		

Each of the following questions has one right answer. Choose this answer from the five listed below each question. When you have made your choice, mark this on your card with your special pencil. Here is a sample to show you how to use your card:

> A certain animal chews on bones. He barks and says "bow-wow". What animal is this?
>
> A. cat
> B. dog
> C. cow
> D. lamb
> E. horse

The answer is B -- dog. Mark "B" on your card by filling in the space like this:

(A) (●) (C) (D) (E)

Make your marks heavy and black. Try to stay inside the lines.

Here is another question for you to try before you start using your card:

> A certain animal gives us milk. She says "moo, moo". She lives on a farm. What animal is this?
>
> A. pig
> B. chicken
> C. lamb
> D. cow
> E. duck

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A) (B) (C) (D) (E)

Did you choose "D"? That is the correct answer. Now let's try another.

> A certain animal has very soft fur. She likes milk. She says "meow". What is it?
>
> A. mouse
> B. dog
> C. cat
> D. duck
> E. hen

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

(A) (B) (C) (D) (E)

Did you choose "C"? That is the correct answer. Now, if you have any other questions about using the card, ask your teacher.

Figure H-7
PRELIMINARY FORM III OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

1. Before the Negroes were brought to the United States, the boats stopped some place. Sometimes the Negroes lived in this place for a long time. Where did they stop?

   A. Mexico
   B. Spain
   C. New England
   D. Canada
   E. The West Indies

2. The Negroes were brought to the United States from Africa. They were brought for a certain reason. What was this reason?

   A. To learn a new job.
   B. To make a lot of money.
   C. To visit a new country.
   D. To work in the cotton fields of the South.
   E. To take a vacation.

3. Some Negroes were bought by white masters. The Negroes worked a few years for them and then they were set free. After they were set free, they were called by a certain name. What was this name?

   A. field workers
   B. freedmen
   C. slaves
   D. house servants
   E. farm workers

4. During the War between the States, certain people had much power in the South.

   A. The school teachers.
   B. The rich southern farm owners.
   C. The shop keepers.
   D. The policemen.
   E. The church leaders.

5. Many states left the United States during the War between the States. Only one of the states listed below did not leave. Which one was it?

   A. Alabama
   B. Mississippi
   C. Indiana
   D. Florida
   E. Georgia

Figure H-6 (continued)

PRELIMINARY FORM III OF THE MULTIPLE CHOICE
PART OF THE TEST OF KNOWLEDGE

6. Sometimes a slave did not work fast. His master wanted him to work fast. Some masters were very cruel. What did these cruel masters do to make the slave work faster?

   A. He talked to the slave.
   B. He spanked the slave.
   C. He whipped the slave.
   D. He did not give the slave any food.
   E. He sent the slave to prison.

7. Many slaves wanted to be free. By law, one of the ways a Negro could become free was to

   A. buy his freedom.
   B. runaway.
   C. refuse to work.
   D. hide from his master.
   E. join the army.

8. The cotton gin took the seeds from the cotton. It cleaned the cotton very fast. Who made the first machine to clean cotton?

   A. Robert Fulton
   B. Theodore Weld
   C. Adam McCormick
   D. Eli Whitney
   E. John Deere

9. There was a certain way that slaves could escape to the North. Many of their friends helped them. What was this way of escape called?

   A. Super Highway
   B. Canadian Shipping Company
   C. Underground Railway
   D. Long Tunnel Journey
   E. The Milky Way

10. A certain word means "the act of setting someone free." Abraham Lincoln used this word as a part of a title to a well-known law. This law set the slaves free. What is the word that means "the act of setting someone free?"

   A. victory
   B. freedom
   C. satisfactory
   D. escape
   E. emancipation

Figure H-6 (continued)

PRELIMINARY FORM III OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

11. Paul Lawrence Dunbar told many people about the life of the Negro. He became very well-known when he was still a young man. How did he tell his story?

A. He ran a newspaper.
B. He became a doctor.
C. He wrote poems.
D. He wrote story-books.
E. He sang songs.

12. Booker T. Washington lived in Alabama for a long time. He helped many Negro people. What did he do that was important?

A. He became a doctor.
B. He became a civil rights leader.
C. He taught in New York.
D. He founded Tuskegee Institute.
E. He became a mayor from Little Rock, Arkansas.

13. Mary McLeod Bethune liked boys and girls very much. She liked to help them. She worked very hard. One day she became

A. a well-known speaker.
B. a doctor for children.
C. a civil rights leader.
D. a folk singer.
E. the head of a school.

14. Dr. Daniel Williams worked in Illinois for a long time. He helped many Negroes. What did he do that made him so well-known?

A. He built Provident Hospital in Chicago.
B. He built a Negro College called Tuskegee Institute.
C. He discovered and named a star.
D. He was a mayor from Illinois.
E. He found a better way to pick cotton.

15. Benjamin Banneker was the grandson of an African prince. His grandfather was brought to America and made to work on a farm. Benjamin also worked on the same farm. He could do many things as a slave. In what job was he the most well-known?

A. He taught science.
B. He was a track star.
C. He helped plan Washington, D. C.
D. He wrote stories.
E. He gave speeches.

Figure H-6 (continued)

PRELIMINARY FORM III OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

16. W. E. B. DuBois wrote many books. He wrote books about the Negro people. He worked at a school for a long time. For which of the jobs below was he the best known?

    A. Teacher
    B. Historian
    C. Writer of poems
    D. Policeman
    E. Farmer

17. Many people help make rockets. Some draw the plans for the rockets. Some build the rockets. One Negro man has an important job. He helped make the Titan III rocket. What is his name?

    A. J. Alfred Connor
    B. William H. Hastre
    C. Henry Lewis
    D. David Blackwell
    E. Joseph G. Logan

18. Many Negroes work in Washington. Some work for the government. Some even make the laws for our country. One Negro law-maker is from Harlem. Harlem is a neighborhood in New York City. What is this man's name?

    A. Martin Luther King
    B. Medgar Evers
    C. Roy Wilkins
    D. Adam Clayton Powell
    E. Dick Gregory

19. Many Negroes are lawyers. One Negro helps Negro and white children go to the same schools. President Johnson gave him a job. He looks at law cases before they go to the Supreme Court. Who is he?

    A. Julian Bond
    B. Booker T. Washington
    C. Adam Clayton Powell
    D. Thurgood Marshall
    E. Paul L. Dunbar

20. Some Negroes were poor. They worked hard and became rich. One such man now owns many gas stations. Long ago he had only six cents. Now he has millions. What is his name?

    A. Alonzo Wright
    B. Louis Armstrong
    C. Vaine H. Spencer
    D. Charles Drew
    E. B. O. Davis

Figure H-6 (continued)

PRELIMINARY FORM III OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

21. Ralph Bunche did much for our country. He is known in the United States. Many people in other countries like him very much. What did he do?

A. He wrote poems and won a prize.
B. He was a newspaper man and a civil rights leader.
C. He was a man who discovered a better peanut oil.
D. He was a band leader.
E. He was a United Nations leader and winner of the Nobel Peace Prize.

22. Many Negroes are musicians. Some sing. Some play the piano. Some are very young. One Negro boy plays the piano. He plays very well. He began piano lessons when he was six. When he was nine he played a concert in Philadelphia. When he was sixteen he played a concert on television. He plans to play the piano as his job. What is this boy's name?

A. Leonard Bernstein
B. Louis Armstrong
C. Andre Watts
D. Roger Williams
E. Peter Nero

23. Lena Horne is well-known. She is on the radio. She is on TV. What does she do?

A. She sings.
B. She plays the piano.
C. She dances.
D. She plays the drums.
E. She tells stories.

24. Harry Belafonte has been on TV. He had made many records. He has been in some movies. What does he do?

A. He plays the piano.
B. He tells funny stories.
C. He plays the drums.
D. He sings folksongs.
E. He plays a fiddle.

25. "I Spy" is a show on television. One of the actors is a Negro. What is his name?

A. Dick Gregory
B. Bill Handy
C. James Brown
D. Bill Cosby
E. Harry Belafonte

Figure H-6 (continued)

PRELIMINARY FORM III OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

TABLE H-IV

SUPPLEMENTARY DATA ON PRELIMINARY FORM III OF THE MULTIPLE-CHOICE PART OF THE TEST OF KNOWLEDGE

NUMBER OF ITEMS = 25

NUMBER OF STUDENTS = 89

ITEM	PROPORTION CHOOSING EACH ALTERNATIVE				
	A	B	C	D	E
1	0.022	0.146*	0.258	0.045	0.517
2	0.045	0.034*	0.034	0.888	0.011
3	0.225*	0.360	0.292	0.034	0.090
4	0.011	0.798	0.022	0.101	0.067*
5	0.191	0.045	0.573	0.079	0.090*
6	0. *	0.	0.820	0.135	0.045
7	0.371*	0.371	0.034	0.056	0.169
8	0.124	0.034*	0.067	0.629	0.124
9	0.	0.	0.775*	0.213	0.011
10	0.056	0.427	0.011	0.022	0.483*
11	0.112	0.079*	0.303	0.360	0.124
12	0.191	0.337*	0.112	0.258	0.101
13	0.157	0.225	0.022*	0.022	0.573
14	0.551	0.225*	0.022	0.079	0.090
15	0.213	0.045	0.393	0.112*	0.213
16	0.337	0.281	0.360	0.	0.022*
17	0.202	0.157*	0.090	0.169	0.292
18	0.438	0.034*	0.079	0.337	0.101
19	0.090*	0.202	0.236	0.236	0.191
20	0.236	0.348	0.034*	0.079	0.236
21	0.067	0.135	0.146*	0.045	0.584
22	0.236*	0.112	0.404	0.056	0.157
23	0.742	0.112	0.034	0.022*	0.090
24	0.169*	0.213	0.045	0.449	0.056
25	0.079	0.101	0.045	0.708*	0.056

ITEM	ALTERNATIVE CORRELATION WITH TOTAL SCORE				
	A	B	C	D	E
1	-0.060	0.081*	-0.234	0.123	0.138
2	-0.155	0.086*	-0.034	0.072	-0.042
3	0.218*	-0.042	-0.207	-0.114	0.152
4	0.094	-0.123	0.037	-0.061	0.209*
5	0.064	-0.121	0.109	-0.142	-0.024*
6	0. *	0.	-0.133	0.076	0.123
7	0.173*	0.024	-0.114	0.028	-0.217
8	0.114	0.245*	-0.250	-0.143	0.070
9	0.	0.	0.265*	-0.259	-0.042
10	-0.003	-0.473	-0.179	-0.109	0.539*
11	-0.050	0.071*	0.208	-0.252	0.070
12	-0.192	0.159*	0.087	0.095	-0.228
13	0.244	0.132	0.231*	-0.109	-0.357
14	-0.091	0.287*	0.183	-0.116	-0.150
15	-0.171	-0.190	0.182	0.178*	-0.066
16	-0.023	0.137	-0.072	0.	-0.109*
17	-0.110	0.224*	-0.175	-0.024	0.141
18	-0.132	0.006*	-0.223	0.190	0.058
19	0.354*	-0.146	0.017	-0.050	0.046
20	0.034	-0.169	0.405*	-0.009	-0.017
21	-0.078	-0.093	0.142*	-0.051	0.042
22	0.153*	0.064	-0.018	-0.190	-0.092
23	0.151	-0.278	-0.034	0.037*	0.027
24	0.149*	-0.224	-0.016	0.076	0.122
25	-0.089	-0.180	-0.225	0.333*	-0.065

TABLE H-IV
(continued)

SUPPLEMENTARY DATA ON PRELIMINARY

FORM III OF THE TEST OF KNOWLEDGE (continued)

TEST MEAN = 4.6180

TEST STANDARD DEVIATION = 1.5704

KUDER RICHARDSON 20 = -0.1129

STANDARD ERROR OF MEASUREMENT = 1.6566

FREQUENCY	DISTRIBUTION	STANDARD SCORES
0		
1		
2	9	33.34
3	14	39.71
4	17	46.08
5	25	52.43
6	14	58.80
7	7	65.17
8	2	71.54
9	1	77.91
10		
11		
12		

TABLE H-V

SUMMARY OF ITEM DIFFICULTY INDEX FOR FIRST RUN OF TEST.

SAMPLE: 253 FIFTH GRADERS FROM GARY, INDIANA

ITEM NUMBER	FORM I	FORM II	FORM III
1	.938	.988	.517
2	.815	.614	.888
3	.667	.602	.360
4	.716	.386	.798
5	.494	.277	.573
6	.753	.398	.820
7	.494	.639	.371
8	.346	.108	.629
9	.642	.699	.775
10	.679	.783	.483
11	.358	.506	.303
12	.605	.542	.258
13	.494	.386	.573
14	.654	.337	.551
15	.568	.193	.393
16	210	.289	.281
17	.086	.265	.292
18	.173	.181	.337
19	.210	.349	.236
20	.210	.205	.236
21	.395	.084	.584
22	.395	.120	.404
23	.395	.120	.404
24	.395	.602	.449
25	.346	.530	.708

The results appear in Tables H-II through H-V, where the items and the difficulty index for each item are given. All items were then pooled, and two forms, Final Form I and Final Form II (Figures H-7 and H-8), were developed based on the results from the run with the fifth grade group. Although the items on each of these forms were randomly selected, each form was equated both according to the difficulty level of the individual items as well as to the total difficulty level (see Tables IX to XII). The reading level of the two forms also was practically the same. Final Form I had an average reading level of 4.09, with a range of 3.92 to 4.31 for the items whereas Final Form II had an average reading level of 4.01, with a range of 3.93 to 4.14.

The difficulty level, for Final Form I, as determined by the percent of correct responses per item, ranged from .988 percent correct to .210 percent correct, with a mean of .544; and for Final Form II, the range was .938 to .193 percent correct, with a mean of .547. It will be noted that the final items, from 1 to 23, on each form, were arranged by order of difficulty. Then in each case, item 24 reverted to a lower difficulty level, with the remaining items through 29 increasing in difficulty. The reason for the lack of a completely uniform progression in difficulty level is due to the fact that the last five items on each form were revised again, based upon the initial trial Gary run before they were included as part of Final Form I or Final Form II. Although in each instance the revision was of a minor nature, usually a word or two, it was thought best to add these items at the end of each instrument where they could be readily differentiated from the other items. The data given for these items thus is based upon that obtained before their revision. It is not thought, however, that the changes made have affected the data on these items significantly, but of course theoretically they could have. Due to time limitations, it was not possible to rerun these instruments with the items revised included--nor for the above reasons was it deemed absolutely necessary. It will be noticed further that the difficulty level of the subsequent items on both forms, though a decrease from that of item 23, does not decrease dramatically. In the case of Form I, the difficulty level of item 24 corresponds to that of item 21, while in the case of Form II--although the difficulty

TABLE H-VI

READING LEVEL OF SET OF TWENTY-NINE ITEMS OF TEST ENTITLED "HOW MUCH DO I KNOW?"

NEW FORM I

ITEM #	FORMULA RAW SCORE	CORRECTED READING LEVEL
1	4.0333	4 and below
2	4.2304	"
3	4.3309	"
4	4.0498	"
5	4.3063	"
6	6.5658	7 - 8
7	6.0071	7 - 8
8	3.8987	4 and below
9	4.0953	"
10	4.7033	"
11	3.9837	"
12	4.2657	"
13	4.0664	"
14	4.5944	"
15	3.8473	"
16	4.1724	"
17	4.2664	"
18	4.1697	"
19	4.8911	"
20	4.5662	"
21	4.3121	"
22	3.9837	"
23	4.0457	"
24	4.5662	"
25	4.2006	"
26	4.2565	"
27	3.9279	"
28	4.6082	"
29	4.3302	"

TABLE H-VII

READING LEVEL OF SET OF TWENTY-NINE ITEMS OF TEST ENTITLED "HOW MUCH DO I KNOW?"

NEW FORM II

ITEM #	FORMULA RAW SCORE	CORRECTED READING LEVEL
1	3.9738	4 and below
2	3.9837	"
3	4.3302	"
4	5.5131	5 - 6
5	4.7225	4 and below
6	3.9713	"
7	3.9258	"
8	4.1325	"
9	3.9465	"
10	4.0135	"
11	4.0002	"
12	3.9217	"
13	4.4719	"
14	4.5439	"
15	3.8845	"
16	4.1160	"
17	4.0333	"
18	4.6677	"
19	5.0660	5 - 6
20	4.4473	4 and below
21	4.5476	"
22	3.9341	"
23	3.9837	"
24	3.9589	"
25	4.2729	"
26	4.0994	"
27	4.6677	"
28	3.8625	"
29	4.7817	"

Each of the following questions has one right answer. Choose this answer from the five listed below each question. When you have made your choice, mark this on your card with your special pencil. Here is a sample to show you how to use your card:

> A certain animal chews on bones. He barks and says"bow-wow". What animal is this?
>
> A. cat
> B. dog
> C. cow
> D. lamb
> E. horse

The answer is B -- dog. Mark "B" on your card by filling in the space like this:

A [✓ B] C D E

Make your marks heavy and black. Try to stay inside the lines.

Here is another question for you to try before you start using your card:

> A certain animal gives us milk. She says "moo,moo". She lives on a farm. What animal is this?
>
> A. pig
> B. chicken
> C. lamb
> D. cow
> E. duck

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

A B C D E

Did you choose "D"? That is the correct answer. Now let's try another.

> A certain animal has very soft fur. She likes milk. She says "meow". What is it?
>
> A. mouse
> B. dog
> C. cat
> D. duck
> E. hen

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

A B C D E

Did you choose "C"? That is the correct answer. Now, if you have any other questions about using the card, ask your teacher.

Figure H-7

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

New Form I

HOW MUCH DO I KNOW?

1. The Sahara Desert is very hot and dry. It is in a land where many Negroes live. What is the name of this land?

   A. Africa
   B. Asia
   C. Australia
   D. South America
   E. North America

2. Sometimes a slave did not work fast. His master wanted him to work fast. Some masters were very cruel. What did these cruel masters do to make the slave work faster?

   A. He scolded the slave.
   B. He told the slave to work harder.
   C. He whipped the slave.
   D. He did not give the slave any food.
   E. He sent the slave to prison.

3. During the War between the States, certain people had much power in the South.

   A. The school teachers.
   B. The rich southern farm owners.
   C. The shop keepers.
   D. The policemen.
   E. The church leaders.

4. There was a certain way that slaves could escape to the North. Many of their friends helped them. What was this way of escape called?

   A. Northern Highway.
   B. Southern Shipping Company.
   C. Underground Railway.
   D. Long Tunnel Journey.
   E. The Milky Way.

5. Lena Horne is well-known. She is on the radio. She is on TV. What does she do?

   A. She sings.
   B. She plays the piano.
   C. She dances.
   D. She plays the drums.
   E. She tells stories.

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

6. "I Spy" is a show on television. One of the actors is a Negro. What is his name?

   A. Dick Gregory
   B. Bill Handy
   C. James Brown
   D. Bill Cosby
   E. Harry Belafonte

7. What is America's oldest and largest minority group?

   A. German
   B. English
   C. Chinese
   D. Italians
   E. Negroes

8. Many Negroes are marching in several cities. A certain man often leads the marches. He also gives speeches. He is very well-known. He is a church leader. He won the Nobel Peace Prize. What is his name?

   A. Count Bass
   B. Samuel Davis
   C. Martin Luther King
   D. J. A. Rogers
   E. Sam Cooke

9. The North and the South went to war against each other. One of the reasons they were fighting was the slaves. The North did not want Negroes to be slaves. What was the name of this war?

   A. The War of 1812.
   B. The Spanish-American War.
   C. The War between the States.
   D. The Revolutionary War.
   E. The British-American War.

10. The Cotton gin took the seeds from the cotton. It cleaned the cotton very fast. Who made the first machine to clean cotton?

   A. Robert Fulton
   B. Theodore Weld
   C. Adam McCormick
   D. Eli Whitney
   E. John Deere

Figure H-7

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE PART OF THE TEST OF KNOWLEDGE

11. A Negro was known as "The Plant Doctor." He also discovered many uses for peanuts. His name was

    A. Booker T. Washington
    B. George Washington Carver
    C. Luther Burbank
    D. William F. Smith
    E. Ralph Bunche

12. Slaves often could not talk to their friends on other farms. Sometimes they wanted to tell their friends news. How did they send news to their friends?

    A. They sent a letter.
    B. They made up a folk song about the news.
    C. They sent a boy with a note.
    D. They used the telephone.
    E. They used secret writing ink.

13. Many states left the United States during the War between the States. Only one of the states listed below did not leave. Which one was it?

    A. Alabama
    B. Mississippi
    C. Indiana
    D. Florida
    E. Georgia

14. Crispus Attucks has a school in Indianapolis named after him. What did he do?

    A. He was a member of the 9th Army in Cuba.
    B. He made the first cotton gin.
    C. He became the first Negro mayor.
    D. He was the first Negro to die in the Revolutionary War.
    E. He was a hero in the Battle of Bull Run.

15. Leslie Uggams is well-known. She has been on the Ed Sullivan Show many times. What does she do?

    A. She sings songs.
    B. She plays the fiddle.
    C. She dances.
    D. She plays the drums.
    E. She tells stories.

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

16. Phillis Wheatley was a slave. She lived in the North. She worked as a maid. She could do something special. She was known in this country and in England. What could she do that made her well-known?

    A. She wrote poems.
    B. She wrote stories.
    C. She acted in movies.
    D. She taught school.
    E. She became a doctor.

17. Sojourner Truth was a well-known woman. She did many good things for the Negro people. For what was she the best known?

    A. She was a singer.
    B. She was a doctor.
    C. She gave speeches against slavery.
    D. She was a teacher.
    E. She wrote poems about Negro life.

18. A certain word means "the act of setting someone free." Abraham Lincoln used this word as a part of a title to a well-known law. This law set the slaves free. What is the word that means "the act of setting someone free?"

    A. victory
    B. desire
    C. satisfactory
    D. escape
    E. emancipation

19. Many Negroes are musicians. Some sing. Some play the piano. Some are very young. One Negro boy plays the piano. He plays very well. He began piano lessons when he was six. When he was nine he played a concert in Philadelphia. When he was sixteen he played a concert on television. He plans to play the piano as his job. What is this boy's name?

    A. Leonard Bernstein
    B. Louis Armstrong
    C. Andre Watts
    D. Roger Williams
    E. Peter Nero

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

20. Astronauts go into space. A Negro is preparing to go into space. He will be the first Negro to go into space. What is his name?

    A. Edward J. Dwight, Jr.
    B. Gordon Cooper
    C. David White
    D. Leslie N. Shaw
    E. James Brown

21. Many Negroes are singers. A well-known Negro woman sings at the Lincoln Center. The Lincoln Center is in New York City. She has been on TV. Her husband is William Warfield. He also sings. What is the name of this woman?

    A. Leontyne Price
    B. Marian Anderson
    C. Marietta Davis
    D. Blanche Bruce
    E. Mary Bethune

22. Some Negroes wrote many poems. One Negro wrote about Africa. He also wrote about the life of the Negro in America. What is the name of this man?

    A. Countee Cullen
    B. Langston Hughes
    C. Vachel Lindsey
    D. Fenton Johnson
    E. Jack Johnson

23. Blanche K. Bruce was a wise leader. He did many things that made him a well-known man. He was the first Negro to hold two important jobs. What were the jobs that he held?

    A. A poet and an artist.
    B. A teacher in college and a speaker.
    C. A Baptist minister and a speaker.
    D. Governor of Virginia and Mayor of New York.
    E. U.S. Senator and register of the U.S. Treasury.

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE PART OF THE TEST OF KNOWLEDGE

24. Mary McLeod Bethune liked boys and girls very much. She liked to help them. She worked very hard. One day she became

    A. a well-known speaker.
    B. a lawyer.
    C. a civil rights leader.
    D. a folk singer.
    E. the head of a school.

25. Benjamin Banneker was the grandson of an African prince. His grandfather was brought to America and made to work on a farm. Benjamin also worked on the same farm. He could do many things as a slave. In what job was he the most well-known?

    A. He taught science.
    B. He was a track star.
    C. He helped plan Washington, D. C.
    D. He wrote stories.
    E. He was a lawyer.

26. Many slaves wanted to be free. By law, one of the ways a Negro could become free was to

    A. buy his freedom.
    B. do as little work as possible.
    C. refuse to work.
    D. hide from his master.
    E. join the army.

27. Paul Lawrence Dunbar told many people about the life of the Negro. He became very well-known when he was still a young man. How did he tell his story?

    A. He ran a newspaper.
    B. He became a doctor.
    C. He wrote poems.
    D. He became a lawyer.
    E. He sang songs.

28. Booker T. Washington lived in Alabama for a long time. He helped many Negro people. What did he do that was important?

    A. He became a doctor.
    B. He became a lawyer.
    C. He taught in New York.
    D. He founded Tuskegee Institute.
    E. He became a mayor from Little Rock, Arkansas.

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

29. Many Negroes are teachers. Some Negroes teach history. One Negro taught in England for a long time. Now he teaches in Chicago. He visited our city, Gary, recently. He has written many books. Who is he?

A. John Hope Franklin
B. Paul Lawrence Dunbar
C. Matthew A. Henson
D. Booker T. Washington
E. Willie Mays

Figure H-7 (continued)

NEW FORM I (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

Each of the following questions has one right answer. Choose this answer from the five listed below each question. When you have made your choice, mark this on your card with your special pencil. Here is a sample to show you how to use your card:

> A certain animal chews on bones. He barks and says "bow-wow". What animal is this?
>
> A. cat
> B. dog
> C. cow
> D. lamb
> E. horse

The answer is B--dog. Mark "B" on your card by filling in the space like this:

Ⓐ ● Ⓒ Ⓓ Ⓔ

Make your marks heavy and black. Try to stay inside the lines.

Here is another question for you to try before you start using your card:

> A certain animal gives us milk. She says "moo, moo". She lives on a farm. What animal is this?
>
> A. pig
> B. chicken
> C. lamb
> D. cow
> E. duck

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Did you choose "D"? That is the correct answer. Now let's try another.

> A certain animal has very soft fur. She likes milk. She says "meow". What is it?
>
> A. mouse
> B. dog
> C. cat
> D. duck
> E. hen

Choose the right answer and put it in the space below, filling in the space just like you will on the card.

Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Did you choose "C"? That is the correct answer. Now, if you have any other questions about using the card, ask your teacher.

Figure H-8
NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

New Form II

HOW MUCH DO I KNOW

1. The Nile River is in Africa. It is a very long river Ships go on this river. It is the longest river in Africa. What river in the United States is like this river?

   A. Missouri River
   B. Mississippi River
   C. Potomac River
   D. Ohio River
   E. Hudson River

2. The Negroes were brought to the United States from Africa. They were brought for a certain reason. What was this reason?

   A. To learn a new job.
   B. To make a lot of money.
   C. To visit a new country.
   D. To work in the cotton fields of the South.
   E. To take a vacation.

3. The Negroes were brought to this country to do a certain kind of work. What was this job?

   A. They refined sugar.
   B. They picked cotton.
   C. They mined ore.
   D. They planted rice.
   E. They worked in the oil fields.

4. Once there were slaves in the United States. A slave works hard. He is not paid well. Some men owned slaves. What is slavery?

   A. Slavery is one man's owning a farm.
   B. Slavery is one man's owning another man.
   C. Slavery is one man's owning a store.
   D. Slavery is one man's owning some cattle.
   E. Slavery is one man's owning a school house.

5. The Emancipation Proclamation was written by Abraham Lincoln. Which sentence tells something about it?

   A. It freed the slaves.
   B. It was signed by George Washington.
   C. It gave the slaves more money.
   D. It let the slaves vote.
   E. It let women vote.

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

6. Long ago there were slaves. Many people had slaves. Who could own a slave?

   A. Only white men could buy slaves.
   B. Only farmers in the South could own slaves.
   C. Only Negroes could own slaves.
   D. Only store owners in the North could own slaves.
   E. Anyone who had the money to buy a slave.

7. What well-known act did Abraham Lincoln do for the Negroes?

   A. He gave the Negroes low taxes.
   B. He freed the slaves.
   C. He gave the slaves food.
   D. He owned many slaves.
   E. He sent some Negroes to Canada.

8. After some slaves were set free by their masters, these freed slaves wanted to learn to read and write. However, in many states in the South it was against the law for Negroes to go to school. How did the Negroes learn to read and write?

   A. Some people taught them secretly.
   B. They did not learn to read and write.
   C. They went to the North to school.
   D. They went to school with the white children.
   E. They went to school in Mexico.

9. Dr. Charles R. Drew helped many sick people. He worked in a hospital. He discovered something that helps sick people become well. What did he discover?

   A. How to freeze medicine.
   B. How to preserve blood.
   C. How to train nurses.
   D. How to train doctors.
   E. How to give medicine.

10. Many people helped free the slaves. A well-known American was one of the first men to help. He worked with a kite and a key. He also did many other things for our country. What was his name?

   A. Benjamin Franklin
   B. George Washington
   C. Thomas Jefferson
   D. John Hancock
   E. Alexander Hamilton

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

11. The Negroes in the South worked on the land. They often picked a certain crop. What was the main crop they picked?

    A. Peanuts
    B. Corn
    C. Tomatoes
    D. Rice
    E. Cotton

12. Marian Anderson is known in the United States. She is known in other parts of the world. What does she do that makes her so well-known?

    A. She teaches school.
    B. She became the first woman doctor.
    C. She sings songs.
    D. She writes poems.
    E. She became a movie star.

13. Ralph Bunche did much for our country. He is well-known in the United States. Many people in other countries like him very much. What did he do?

    A. He wrote poems and won a prize.
    B. He was a newspaper man and a civil rights leader.
    C. He was a man who discovered a better peanut oil.
    D. He was a band leader.
    E. He was a United Nations leader and winner of the Nobel Peace Prize.

14. Dr. Daniel Williams worked in Illinois for a long time. He helped many Negroes. What did he do that made him so well-known?

    A. He built Provident Hospital in Chicago.
    B. He built a Negro College called Tuskegee Institute.
    C. He discovered and named a star.
    D. He was a mayor from Illinois.
    E. He found a better way to pick cotton.

15. George Washington Carver was a well-known American Negro. For what was he best known?
    A. He was a teacher.
    B. He worked with plants.
    C. He wrote poems.
    D. He built a school for Negroes.
    E. He was a sailor.

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

16. Before the Negroes were brought to the United States, the boats stopped some place. Sometimes the Negroes lived in this place for a long time. Where did they stop?

A. Mexico
B. Spain
C. New England
D. Canada
E. The West Indies

17. Some slaves lived in the North. There were no cotton or tobacco farms in the North. The Northern Negroes worked mostly as

A. house servants
B. farm workers
C. store clerks
D. factory workers
E. ship loaders

18. In the War between the States, the North and the South were known by other names. The North was called the "Union." What was the South called?

A. Republicans
B. Abolitionists
C. Mason States
D. Lone Star States
E. Confederacy

19. Harry Belafonte has been on TV. He had made many records. He has been in some movies. What does he do?

A. He plays the piano.
B. He tells stories.
C. He plays the violin.
D. He sings folksongs.
E. He plays a fiddle.

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

20. Eli Whitney made the first cotton gin. Cotton could be cleaned much faster with this machine. More cotton was grown. More slaves were needed to work in the cotton fields. What happened to the Negroes?

    A. The Negroes did not work as hard.
    B. The Negroes got more money.
    C. Many more slaves were brought to America.
    D. The Negroes became woodworkers.
    E. The Negroes liked the new machine.

21. Sidney Poitier is a well-known actor. He acted in many plays. Many people have seen a certain play he was in. What was the name of this play?

    A. Camelot
    B. A Taste of Honey
    C. Bye Bye Birdie
    D. A Raisin in the Sun
    E. Music Man

22. Where was the old "Cotton Kingdom?"

    A. Africa
    B. Northern United States
    C. Southern United States
    D. Mexico
    E. France

23. A young Negro girl sang on the Mitch Miller Show. She became very well-known. Not long ago she was on the Ed Sullivan Show. Who is this singer?

    A. Sandy Lennon
    B. Mrs. Nat Cole
    C. Cyd Cyrisse
    D. Leslie Uggams
    E. Eartha Kitt

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

24. Many Negroes play in sports. Some of them are well-known A few play baseball. Who was the first Negro to play in the "big time" baseball games?

    A. Joe Louis
    B. Satchel Paige
    C. Jackie Robinson
    D. Jim "Mudcat" Grant
    E. Hank Aaron

25. Harriet Tubman did many things for the Negro people. They liked her very much. What did she do?

    A. She wrote Negro poems.
    B. She was a movie star.
    C. She taught school.
    D. She worked on a Negro newspaper.
    E. She worked on the Underground Railway.

26. The President of the United States has many people to help him. A group that helps him very much is called the Cabinet. One man of this group is a Negro. He is the first Negro to be part of this group. His job is to help everyone to have a good home. Who is he?

    A. Julian Bond
    B. James Bond
    C. George Turner
    D. Langston Hughes
    E. Robert Weaver

27. Long ago a well-known man wrote "All men are created equal." This man did many good things for our country. What was the name of this man?

    A. Dwight D. Eisenhower
    B. Thomas Jefferson
    C. F. D. Roosevelt
    D. J. F. Kennedy
    E. James Buchanan

28. Frederick Douglas was born a slave. He escaped to the North. He worked to help other Negroes become free. How did he do this?

    A. He wrote poems.
    B. He gave speeches.
    C. He was a teacher.
    D. He wrote songs.
    E. He played the piano.

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

29. A Negro went with Commander Robert Perry. They discovered the North Pole. What was the name of this Negro?

A. Charles Young
B. Matthew A. Henson
C. William Albright
D. Robert Smalls
E. Joe Parks

Figure H-8 (continued)

NEW FORM II (FINAL FORM) OF THE MULTIPLE-CHOICE
PART OF THE TEST OF KNOWLEDGE

TABLE H-VIII

READING LEVEL OF FINAL FORM I BY ITEM AND FOR THE TEST AS A WHOLE, USING THE DALE-CHALL FORMULA

ITEM NO.		ITEM NO.	
1.	4.03	16.	4.15
2.	4.10	17.	4.2
3.	4.05	18.	4.25
4.	4.03	19.	4.29
5.	4.12	20.	4.23
6.	4.22	21.	4.08
7.	4.31	22.	3.98
8.	4.22	23.	3.94
9.	4.1	24.	3.98
10.	4.12	25.	3.97
11.	4.10	26.	3.96
12.	4.05	27.	3.94
13.	4.03	28.	3.92
14.	4.08	29.	3.98
15.	4.13		

Average -- 4.088

Range -- 3.92 - 4.31

Median -- 4.08

TABLE

READING LEVEL OF FINAL FORM II BY ITEM AND FOR THE TEST AS A WHOLE, USING THE DALE-CHALL FORMULA

ITEM NO.		ITEM NO.	
1.	3.93	16.	3.98
2.	3.98	17.	3.97
3.	4.0	18.	4.0
4.	4.03	19.	3.99
5.	3.99	20.	4.05
6.	3.98	21.	4.03
7.	4.01	22.	4.01
8.	4.08	23.	3.94
9.	4.14	24.	3.94
10.	4.09	25.	3.99
11.	4.06	26.	4.06
12.	4.02	27.	4.10
13.	4.06	28.	4.03
14.	4.01	29.	3.98
15.	3.98		

Average -- 4.014

Range -- 3.93 - 4.14

Median -- 4.01

5

TABLE H-IX

RESULTS OF TRIAL RUN ON FINAL FORM I TEST OF KNOWLEDGE

NUMBER OF ITEMS = 29

NUMBER OF STUDENTS = 80

ITEM	PROPORTION CHOOSING EACH ALTERNATIVE				
	A	B	C	D	E
1	0.675*	0.275	0.012	0.025	0.012
2	0.025	0.	0.675*	0.300	0.
3	0.	0.900*	0.	0.025	0.062
4	0.	0.250	0.725*	0.012	0.
5	0.812*	0.050	0.	0.037	0.087
6	0.175	0.075	0.100	0.462*	0.175
7	0.	0.350	0.	0.	0.625*
8	0.150	0.037	0.775*	0.012	0.012
9	0.025	0.150	0.650*	0.075	0.062
10	0.200	0.012	0.062	0.662*	0.050
11	0.075	0.387*	0.037	0.087	0.412
12	0.125	0.437*	0.237	0.025	0.137
13	0.075	0.037	0.612*	0.050	0.187
14	0.137	0.125	0.212	0.237*	0.250
15	0.575*	0.237	0.062	0.037	0.050
16	0.262*	0.137	0.175	0.100	0.300
17	0.125	0.150	0.350*	0.175	0.187
18	0.012	0.025	0.	0.025	0.925*
19	0.137	0.212	0.237*	0.225	0.187
20	0.262*	0.112	0.112	0.162	0.325
21	0.087*	0.362	0.162	0.112	0.212
22	0.075	0.325*	0.325	0.125	0.100
23	0.137	0.225	0.125	0.212	0.262*
24	0.062	0.012	0.187	0.100	0.612*
25	0.225	0.100	0.137*	0.150	0.362
26	0.175*	0.	0.062	0.425	0.300
27	0.212	0.112	0.312*	0.112	0.237
28	0.162	0.425	0.100	0.200*	0.037
29	0.200*	0.187	0.425	0.062	0.087

ITEM	ALTERNATIVE CORRELATION WITH TOTAL SCORE				
	A	B	C	D	E
1	0.691*	-0.769	0.030	0.086	0.030
2	-0.251	0.	0.827*	-0.760	0.
3	0.	0.141*	0.	0.042	-0.159
4	0.	-0.851	0.866*	0.050	0.
5	0.149*	0.081	0.	-0.345	0.001
6	-0.186	-0.099	0.148	0.601*	-0.588
7	0.	-0.612	0.	0.	0.603*
8	-0.574	-0.044	0.602*	-0.176	0.050
9	0.027	-0.600	0.837*	-0.142	-0.404
10	-0.582	0.112	-0.017	0.677*	-0.359
11	0.083	0.434*	0.112	0.098	-0.573
12	0.023	0.186*	-0.041	-0.294	0.012
13	-0.142	-0.261	0.738*	-0.034	-0.605
14	-0.180	-0.550	0.248	0.179*	0.268
15	0.698*	-0.701	0.134	-0.333	0.039
16	0.333*	-0.028	-0.408	0.148	-0.057
17	-0.481	-0.101	0.422*	-0.258	0.237
18	-0.197	-0.046	0.	0.013	0.194*
19	-0.167	0.304	0.313*	-0.652	0.185
20	0.084*	0.144	-0.282	0.202	-0.105
21	0.017*	0.488	-0.151	-0.470	-0.031
22	0.188	0.392*	-0.681	0.182	0.156
23	-0.141	0.098	0.272	-0.232	0.152*
24	-0.159	-0.217	-0.553	-0.133	0.687*
25	0.245	0.019	-0.081*	0.174	-0.225
26	0.277*	0.	-0.149	-0.084	0.057
27	-0.014	-0.499	0.325*	0.021	0.007
28	0.190	-0.407	-0.126	0.474*	0.088
29	0.103*	-0.161	0.175	-0.093	-0.008

TABLE H-IX (continued)

RESULTS OF TRIAL RUN ON FINAL FORM I
TEST OF KNOWLEDGE (continued)

TEST MEAN = 13.5625
TEST STANDARD DEVIATION = 5.5068
KUDER RICHARDSON 20 = 0.8469
STANDARD ERROR OF MEASUREMENT = 2.1547

FREQUENCY DISTRIBUTION		STANDARD SCORES
0		
1		
2		
3	3	30.82
4	2	32.64
5	7	34.45
6	5	36.27
7	2	38.09
8	1	39.90
9	3	41.72
10		
11	1	45.35
12		
13	4	48.98
14	3	50.79
15	12	52.61
16	9	54.42
17	5	56.24
18	10	58.06
19	6	59.87
20	3	61.69
21	3	63.50
22		
23	1	67.14
24		
25		
26		
27		
28		
29		

TABLE H-X

RESULTS OF TRIAL RUN ON FINAL FORM II

TEST OF KNOWLEDGE

NUMBER OF ITEMS = 29

PROPORTION CHOOSING EACH ALTERNATIVE

ITEM	A	B	C	D	E
1	0.256	0.674*	0.035	0.023	0.012
2	0.035	0.	0.256	0.790*	0.
3	0.	0.988*	0.	0.012	0.
4	0.	0.721*	0.279	0.	0.
5	0.919*	0.012	0.	0.012	0.058
6	0.105	0.058	0.012	0.221	0.593*
7	0.023	0.837*	0.023	0.023	0.093
8	0.395*	0.140	0.442	0.012	0.012
9	0.081	0.488*	0.221	0.035	0.151
10	0.663*	0.012	0.	0.291	0.035
11	0.035	0.244	0.012	0.	0.709*
12	0.047	0.314	0.477*	0.012	0.140
13	0.081	0.209	0.186	0.023	0.488*
14	0.326*	0.221	0.116	0.128	0.163
15	0.349	0.395*	0.081	0.163	0.
16	0.163	0.081	0.093	0.105	0.547*
17	0.605*	0.058	0.186	0.070	0.070
18	0.070	0.070	0.	0.047	0.814*
19	0.267	0.081	0.093	0.430*	0.105
20	0.360	0.023	0.384*	0.105	0.116
21	0.198	0.163	0.116	0.326*	0.163
22	0.035	0.070	0.756*	0.047	0.070
23	0.221	0.151	0.093	0.302*	0.209
24	0.244	0.081	0.256*	0.116	0.291
25	0.116	0.023	0.128	0.058	0.663*
26	0.360	0.012	0.140	0.151	0.314*
27	0.093	0.570*	0.151	0.128	0.047
28	0.105	0.593*	0.093	0.174	0.023
29	0.256	0.174*	0.267	0.151	0.105

NUMBER OF STUDENTS = 86

ALTERNATIVE CORRELATION WITH TOTAL SCORE

ITEM	A	B	C	D	E
1	-0.870	0.816*	-0.068	0.020	0.061
2	-0.003	0.	-0.890	0.856*	0.
3	0.	0.144*	0.	-0.144	0.
4	0.	0.915*	-0.915	0.	0.
5	0.265*	-0.160	0.	0.061	-0.264
6	-0.055	-0.069	-0.175	-0.796	0.757*
7	-0.249	0.672*	-0.182	-0.238	-0.506
8	0.588*	-0.124	-0.454	-0.018	-0.160
9	0.007	0.626*	-0.792	-0.252	0.120
10	0.856*	-0.049	0.	-0.878	-0.003
11	-0.243	-0.860	-0.128	0.	0.942*
12	-0.052	-0.361	0.238*	0.061	0.125
13	-0.036	0.120	-0.703	-0.216	0.521*
14	0.410*	0.321	-0.386	-0.133	-0.438
15	-0.782	0.481*	0.100	0.281	0.
16	-0.140	-0.351	-0.110	-0.183	0.518*
17	0.813*	-0.062	-0.742	0.062	-0.363
18	-0.230	-0.025	0.	-0.245	0.299*
19	0.185	-0.215	-0.296	0.446*	-0.486
20	-0.027	0.065	0.470*	-0.299	-0.365
21	-0.076	-0.424	-0.101	0.428*	0.066
22	-0.224	-0.429	0.765*	-0.180	-0.396
23	0.032	-0.224	-0.209	0.324*	0.041
24	0.077	0.224	0.288*	0.089	-0.510
25	-0.338	0.076	-0.138	-0.076	0.377*
26	0.058	-0.160	0.154	0.106	-0.186*
27	-0.471	0.681*	-0.418	-0.138	0.061
28	-0.177	0.603*	-0.023	-0.560	-0.193
29	-0.126	-0.008*	-0.217	0.252	0.177

TABLE H-X
(continued)
RESULTS OF TRIAL RUN ON FINAL FORM II
TEST OF KNOWLEDGE (continued)

TEST MEAN = 16.1163
TEST STANDARD DEVIATION = 6.9170
KUDER RICHARDSON 20 = 0.9067
STANDARD ERROR OF MEASUREMENT = 2.1134

FREQUENCY	DISTRIBUTION	STANDARD SCORES
0		
1		
2		
3	1	31.04
4	3	32.49
5	5	33.93
6	8	35.38
7	4	36.83
8	2	38.27
9	2	39.72
10		
11		
12		
13	1	45.50
14		
15	3	48.39
16		
17	3	51.27
18	5	52.72
19	9	54.16
20	15	55.61
21	6	57.06
22	8	58.50
23	4	59.95
24	5	61.39
25	1	62.84
26		
27	1	65.73
28		
29		

TABLE H-XI

DATA ON THE ITEMS FOR THE TEST OF KNOWLEDGE

FINAL FORM I, BASED ON THE INITIAL TRIAL GARY RUN

Item	% Responding Correctly	Distance from Mean	σ	-3.00σ
1	.988	-.444	-1.59	1.41
2	.820	-.276	-0.76	2.24
3	.798	-.254	-0.69	2.31
4	.775	-.231	-0.62	2.38
5	.742	-.198	-0.52	2.48
6	.708	-.164	-0.43	2.57
7	.679	-.135	-0.35	2.65
8	.654	-1.10	-0.28	2.72
9	.642	-0.98	-0.25	2.75
10	.629	-0.85	-0.22	2.78
11	.605	-0.61	-0.16	2.84
12	.602	-0.58	-0.15	2.85
13	.573	-0.29	-0.08	2.92
14	.568	-0.24	-0.01	2.99
15	.530	0.14	0.01	3.01
16	.506	0.38	0.10	3.10
17	.494	0.50	0.13	3.13
18	.483	0.61	0.16	3.16
19	.404	1.40	0.36	3.36
20	.395	1.49	0.38	3.38
21	.395	1.49	0.38	3.38
22	.358	1.86	0.49	3.49
23	.337	2.07	0.55	3.55
24	.573	-0.29	-0.08	2.92
25	.393	1.51	0.39	3.39
26	.371	1.73	0.45	3.45
27	.303	2.41	0.65	3.65
28	.258	2.86	0.79	3.79
29	.210	3.34	0.97	3.97

TABLE H-XII

DATA ON THE ITEMS FOR THE TEST OF KNOWLEDGE, FINAL FORM II, BASED ON THE INITIAL TRIAL GARY RUN

Item	% Responding Correctly	Distance from Mean	σ	-3.00
1	.938	-.391	-1.23	1.77
2	.888	-.341	-1.00	2.00
3	.815	-.268	-0.73	2.27
4	.783	-.236	-0.63	2.37
5	.753	-.206	-0.54	2.46
6	.716	-.169	-0.44	2.56
7	.699	-.152	-0.39	2.61
8	.667	-.120	-0.31	2.69
9	.654	-.107	-0.27	2.73
10	.639	-.092	-0.23	2.77
11	.614	-.067	-0.17	2.83
12	.602	-.055	-0.14	2.86
13	.584	-.037	-0.09	2.91
14	.551	-.004	-0.01	2.99
15	.542	.005	0.01	3.01
16	.517	.030	0.08	3.08
17	.494	.053	0.13	3.13
18	.494	.053	0.13	3.13
19	.449	.098	0.25	3.25
20	.398	.149	0.38	3.38
21	.395	.152	0.39	3.39
22	.386	.161	0.41	3.41
23	.346	.201	0.53	3.53
24	.395	.152	0.39	3.39
25	.386	.161	0.41	3.41
26	.349	.198	0.52	3.52
27	.346	.201	0.53	3.53
28	.289	.346	1.02	4.02
29	.193	.354	1.06	4.06

TABLE H-XIII

Final Form I vs Final Form II

$n = 83 \quad \Sigma x = 1370 \quad \Sigma y = 1614 \quad \Sigma x^2 = 2,3348 \quad \Sigma y^2 = 32,266 \quad \Sigma xy = 27,032$

$$r = \frac{2,243,656 - 2,211,180}{\sqrt{\underbrace{(1,937,884 - 1,876,900)}_{60,984}\ \underbrace{(2,678,078 - 2,604,996)}_{73,082}}} = \frac{32,476}{\sqrt{4,456,832,688}} = \frac{32,476}{66,759.5} = .486$$

---

r_{tt} - increasing test length from 29 to 87 items.

$$r_{tt} = \frac{N'r}{1 + (N' - 1)r} = \frac{3(.486)}{1 + 2(.486)} = \frac{1.458}{1.972} = \underline{.739}$$

Doubling the length of the test.

$$r_{tt} = \frac{N'r}{1 = (N' - 1)r} = \frac{2(.486)}{1 + 1(.486} = \frac{.972}{1.486} = \underline{.654}$$

How Much Do I Know ?

	Test I	Test II			
No.	X	Y	X^2	Y^2	XY
1	18	22	324	484	396
2	23	22	529	484	506
3	18	24	324	576	432
4	16	23	256	529	368
5	19	21	361	441	399
6	16	19	256	361	304
7	16	20	256	400	320
8	14	20	196	400	280
9	15	20	225	400	300
10	17	24	289	576	408
11	17	23	289	529	391
12	15	19	225	361	285
13	19	24	361	576	456
14	18	19	324	361	342
15	19	18	361	324	342
16	13	21	169	441	273
17	15	20	225	400	300
18	16	22	256	484	352
19	16	20	256	400	320
20	22	24	484	576	528
N=20	$\Sigma X = 342$	$\Sigma Y = 425$	$\Sigma X^2 = 5966$	$\Sigma Y^2 = 9103$	$\Sigma XY = 7302$

$$r = \frac{146,040 - 145,350}{\sqrt{\underbrace{(119,320 - 116,964)}_{2356}\underbrace{(182,060 - 180,625)}_{1435}}} = \frac{690}{\sqrt{3,380,860}} = \frac{690}{\sqrt{1838.4}} = .375$$

TABLE H-X[illegible] (continued)

FINAL FORM I VS. FINAL FORM II

How Much Do I Know?

No.	Test I X	Test II Y	X^2	Y^2	XY
21	18	23	324	529	414
22	19	22	361	484	418
23	17	20	289	400	340
24	16	19	256	361	304
25	16	19	256	361	304
26	15	19	225	361	285
27	17	18	289	324	306
28	20	24	400	576	480
29	18	20	324	400	360
30	21	25	441	625	525
31	18	20	324	400	360
32	20	21	400	441	420
33	15	18	225	324	270
34	18	20	324	400	360
35	15	22	225	484	330
36	15	20	225	400	300
37	16	21	256	441	336
38	17	27	289	729	459
N = 18	$\Sigma X = 311$	$\Sigma Y = 378$	$\Sigma X^2 = 5433$	$\Sigma Y^2 = 8040$	$\Sigma XY = 6571$

$$r = \frac{118{,}278 - 117{,}558}{\sqrt{\underset{(1073)}{(97{,}794 - 96{,}721)}\underset{(1836)}{(144{,}720 - 142{,}884)}}} = \frac{720}{\sqrt{1{,}970{,}028}} = \frac{720}{1403.6} = 51.3$$

Class no. 51

No.	Test I X	Test II Y	X^2	Y^2	XY
39	12	20	144	400	240
40	12	16	144	256	192
41	15	16	225	256	240
42	16	19	256	361	304
43	21	16	441	256	336
44	19	17	361	289	323
45	18	25	324	625	450
46	13	16	169	256	208
47	20	19	400	361	380
48	18	21	324	441	378
49	14	21	196	441	294
50	13	18	169	324	234
51	16	20	256	400	320
52	19	16	361	256	304
53	9	16	81	256	144
54	15	21	225	441	315
55	18	15	324	225	270
56	15	12	225	144	180
57	16	18	256	324	288
58	9	10	81	100	90
59	11	15	121	225	165
N = 21	$\Sigma X = 319$	$\Sigma Y = 367$	$\Sigma X^2 = 5083$	$\Sigma Y^2 = 6637$	$\Sigma XY = 5655$

TABLE H-XIII (continued)

FINAL FORM I VS. FINAL FORM II

Class No. 52

	Test I X	Test II Y	X^2	Y^2	XY
60	13	13	169	169	169
61	17	19	289	361	323
62	20	23	400	529	460
63	14	20	196	400	280
64	12	20	144	400	240
65	16	15	256	225	240
66	19	21	361	441	399
67	9	17	81	289	153
68	18	19	324	361	342
69	17	22	289	484	374
70	18	17	324	289	306
71	16	16	256	256	256
72	17	22	289	484	374
73	16	17	256	289	272
74	16	17	256	289	272
75	17	18	289	324	306
76	22	22	484	484	484
77	17	19	289	361	323
78	20	20	400	400	400
79	12	19	144	361	228
80	12	7	144	49	84
81	24	20	576	400	480
82	19	21	361	441	399
83	17	20	289	400	340
N = 24	$\Sigma X = 398$	$\Sigma Y = 444$	$\Sigma X^2 = 6866$	$\Sigma Y^2 = 8486$	$\Sigma XY = 7504$

$$r = \frac{180,096 - 176,712}{\sqrt{\underset{6380}{(164,784 - 158,404)}\underset{6528}{(203,664 - 197,136}}} = \frac{3384}{\sqrt{41,648,640}}$$

$$r = \frac{3384}{6453.5} = .524$$

level of item 24 drops abruptly to a point between that of items 12 and 13--item 25 appears to be less difficult than item 21. Moreover, since the difficulty level dropped rather than increased, it is not felt that procedures of good test development were seriously violated by the use of this arrangement: The items remained at approximately the same difficulty level-- enough to retain the interest level of the children able to answer them and at the same time hard enough not to put at a disadvantage children who already may have stopped working the items because they had become discouraged due to their being unable to respond correctly on preceeding items.

The reliability of the instrument was now determined using the alternate or parallel forms method. The instrument was administered to three fifth grade classes in Gary--a total of 83 pupils. The reliability of Final Form I versus Final Form II was determined to be .486. Using the Spearman-Brown "prophecy formula" to determine the effect of lengthening the test, a r of .654 was obtained for doubling the length of the test and a r of .739 was obtained for tripling the length of the instrument--increasing the length from 29 to 87 items.

The Quiz. The second part of this test, consisting of a list of individuals to be identified as to race, Negro or white, was developed as follows. A list was compiled of famous Negro-Americans, past and present. Each name on the list was then matched with the name of a white American who belonged, or belongs, to the same occupation and who has made similar contributions to his or her field (Figure H-9). The names were then scrambled, and the students were asked to identify each by race (Figure H-10). Identification was made by placing a check mark in the appropriate box of the column opposite each name. Although the study was designed to rest heavily upon the first part, the multiple-choice section of the test, it was felt as an afterthought that additional useful information could be obtained by the development and inclusion of this type of an evaluative device in the instrument. Specifically, the device would provide the following information:

1. It would indicate how well Negro and white children know the names of famous

Americans of each race, by race.

2. The pre-quiz, in relation to the above objective, would help to show, to a limited degree, how conscious children might already be of race.

3. Indirectly, it would furnish insight into the extent of knowledge these children possess about famous Americans, regardless of race.

The reliability coefficient of the quiz was determined by the "split-half technique." The test was administered to the same three fifth grade classes in Gary as were Final Forms I and II. Two sets of scores were then obtained by combining the alternate items on the test, the first set of scores representing the odd-numbered items, 1, 3, 5, 7, etc; and the second set of scores representing the even-numbered items, 2, 4, 6, 8, etc. The self-correlation of the half-test was then determined using the Spearman-Brown formula for estimating reliability from two comparable halves of a test (Table H-XIV). The reliability of one-half the test was calculated to be .663 and for the whole test .797. Because of the use of this technique to determine the reliability coefficient of the quiz and because the sample classes were available only this one time, the effect of practice upon the scores was not determined. However, such a determination was not necessary in view of the statistical procedures subsequently employed for evaluation of the data.

Negro	Outstanding Achievement	White
Booker T. Washington	educator	Horace Mann
Daniel Williams	doctor	Elizabeth Blackwell
Crispus Attucks	hero in Revolutionary War	Samuel Adams
Paul L. Dunbar	poet	Walt Whitman
Matthew A. Henson	explorer	George Rogers Clark
Phillis Wheatley	poet	John Greenleaf Whittier
Harriet Tubman	leader abolition movement	Harriet Beecher Stowe
Ralph Bunche	Leader in the United Nations	Adlai Stevenson
Sojourner Truth	leader in individual rights	Susan B. Anthony
Mary M. Bethune	president of college	Alice Freeman Palmer
George W. Carver	agriculturalist	Luther Burbank
Daniel Payne	minister	Billy Sunday
Joe Lewis	prize fighter	Rocky Marciano
Richard Wright	author	John Steinbeck
Benjamin Banneker	scientist	Robert Fulton
Frederick Douglass	orator	John C. Calhoun
W. E. B. DuBois	historian	Arnold Toynbee
Blanche K. Bruce	U. S. Senator	Robert Taft
Langston Hughes	poet	Carl Sandburg
Marian Anderson	singer	Barbra Streisand
Jackie Robinson	baseball player	Stan Musial
Jimmy Brown	football player	Johnny Unitas
Jessie Owens	track star	Glen Cunningham
Nat "King" Cole	singer-band leader	Fred Waring
Oscar Robertson	basketball star	Bob Pettit
John Hope Franklin	historian	Arthur Schlesinger. Jr.

Figure H-9

THE NEGRO-WHITE QUIZ OF THE TEST OF KNOWLEDGE IN ITS DEVELOPMENTAL STAGE, WITH THE NAMES MATCH, BUT NOT SCRAMBLED RANDOMLY

DIRECTIONS:

Opposite each name, put a check mark in the box underneath person's race.

Figure H-10

THE NEGRO-WHITE QUIZ
OF THE TEST OF KNOWLEDGE

	Negro	White
1. Horace Mann		
2. Elizabeth Blackwell		
3. Paul L. Dunbar		
4. Matthew A. Henson		
5. John Greenleaf Whittier		
6. John Steinbeck		
7. Frederick Douglass		
8. W. E. B. DuBois		
9. Robert Taft		
10. Crispus Attucks		
11. George Rogers Clark		
12. Phyllis Wheatley		
13. Adlai Stevenson		
14. Ralph Bunche		
15. Marian Anderson		
16. Jimmy Brown		
17. Glen Cunningham		
18. Fred Waring		
19. Richard Wright		
20. Arnold Toynbee		
21. Harriet Beecher Stowe		
22. Susan B. Anthony		
23. John Hope Franklin		
24. Bob Pettit		
25. Arthur Schlesinger, Jr.		
26. Billy Sunday		

	Negro	White
27. Barbra Streisand		
28. Langston Hughes		
29. George W. Carver		
30. Daniel Williams		
31. Walt Whitman		
32. Samuel Adams		
33. Joe Louis		
34. Stan Musial		
35. John C. Calhoun		
36. Luther Burbank		
37. Booker T. Washington		
38. Harriet Tubman		
39. Robert Fulton		
40. Sojourner Truth		
41. Johnny Unitas		
42. Mary M. Bethune		
43. Daniel Payne		
44. Blanche K. Bruce		
45. Benjamin Banneker		
46. Carl Sandburg		
47. Jackie Robinson		
48. Jessie Owens		
49. Oscar Robertson		
50. Nat "King" Cole		
51. Alice Freeman Palmer		
52. Rocky Marciano		

. Figure H-10 (continued)

THE NEGRO-WHITE QUIZ
OF THE TEST OF KNOWLEDGE

TABLE H-XIV

NEGRO-WHITE QUIZ--DETERMINATION OF RELIABILITY BY THE SPEARMAN-BROWN SPLIT-HALF METHOD

GRAND TOTALS N = 83

ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
1290	1404	21430	25056	22711

The Raw Score or Machine Formula for Computing r from Raw Scores[1]

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2-(\Sigma X)^2][N\Sigma Y^2-(\Sigma Y)^2]}}$$

$$r = \frac{83(22711) - (1290)(1404)}{\sqrt{[83(21430) - (1290)^2][83(25056) - (1404)^2]}}$$

$$r = \frac{1,885,013 - 1,811,160}{\sqrt{[1,778,690 - 1,664,100][2,079,648 - 1.971,216]}}$$

$$r = \frac{73,853}{\sqrt{(114,590)(108,432)}}$$

$$r = \frac{73,853}{\sqrt{12425222880}} = \frac{73,853}{111,468.48}$$

$$\underline{\underline{r}} = .662546 = \underline{.663}$$

Spearman-Brown Formula for Correction of Reliability[2]

$$r_{tt} = \frac{2r_{oe}}{1 + r_{oe}}$$

where r_{tt} = the reliability of the original test, and r_{oe} = the reliability coefficient obtained by correlating the scores on the first half of the items with the scores on the second half of the items.

$$r_{tt} = \frac{2(.663)}{1 + .663}$$

$$r_{tt} = \frac{1.326}{1.663}$$

$$r_{tt} = \underline{.797}$$

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[1] Downie, N. M. and R. W. Heath. Basic Statistical Methods 2nd. Edition; New York: Harper and Row, Publishers, 1965, p. 85.

[2] Ibid., p. 218.

TABLE H-XIV (continued)
NEGRO-WHITE QUIZ--DETERMINATION OF RELIABILITY BY THE SPEARMAN-BROWN SPLIT-HALF METHOD

No.	X	Y	X^2	Y^2	XY
1	19	21	361	441	399
2	16	19	256	361	304
3	19	18	361	324	342
4	14	19	196	361	266
5	14	17	196	289	238
6	16	13	256	169	208
7	13	20	169	400	260
8	14	11	196	121	154
9	19	21	361	441	399
10	20	18	400	324	360
11	19	21	361	441	399
12	17	22	289	484	374
13	15	13	225	169	195
14	19	23	361	529	437
15	16	15	256	225	240
16	15	17	225	289	255
17	17	16	289	256	272
18	19	20	361	400	380
19	19	21	361	441	399
20	20	21	400	441	420
	$\Sigma X = 340$	$\Sigma Y = 366$	$\Sigma X^2 = 5880$	$\Sigma Y^2 = 6906$	$\Sigma XY = 6301$

$$r = \frac{20\ (6301) - (340)(366)}{\sqrt{[20\ (5880) - (340)^2]\ [20\ (6906) - (366)^2]}}$$

$$r = \frac{126,020 - 124,440}{\sqrt{(117,600 - 115,600)(138,120 - 133,956)}} = \frac{1580}{\sqrt{(2000)(4164)}}$$

$$r = \frac{1580}{\sqrt{8328000}} = \frac{1580}{2885.8} = .548$$

$$r_{tt} = \frac{2(.548)\ 6}{1 + .548} = \frac{1.096}{1.548} \qquad r_{tt} = .708$$

TABLE H-XIV (continued)

NEGRO-WHITE QUIZ--DETERMINATION OF RELIABILITY BY THE SPEARMAN-BROWN SPLIT-HALF METHOD

No.	X	Y	X^2	Y^2	XY
21	19	20	361	400	380
22	15	17	225	289	255
23	12	14	144	196	168
24	13	18	169	324	234
25	16	15	256	225	240
26	17	18	289	324	306
27	21	17	441	289	357
28	21	20	441	400	420
29	14	18	196	324	252
30	20	19	400	361	380
31	14	20	196	400	280
32	20	23	400	529	460
33	5	4	25	16	20
34	19	21	361	441	399
35	16	16	256	256	256
36	22	23	484	529	506
37	15	19	225	361	285
38	16	18	256	324	288
	X = 295	Y = 320	$X^2 = 5125$	$Y^2 = 5988$	XY = 5486

$$r = \frac{98748 - 94400}{(92250 - 87025) - (107784 - 102400)} = \frac{4348}{(5225)(5384)}$$

$$r = \frac{4348}{28{,}131{,}400} = \frac{4348}{5303.9}$$

$$r = .8198 = .82$$

$$r = \frac{2(.82)}{1 + .82} = \frac{1.64}{1.82} = .901$$

TABLE H-XIV (continued)

NEGRO-WHITE QUIZ--DETERMINATION OF RELIABILITY BY THE SPEARMAN-BROWN SPLIT-HALF METHOD

No.	X	Y	X^2	Y^2	XY
39	6	10	36	100	60
40	7	10	49	100	70
41	20	15	400	225	300
42	16	17	256	289	272
43	14	17	196	289	238
44	13	17	169	289	221
45	16	14	256	196	224
46	14	21	196	441	294
47	12	15	144	225	180
48	17	12	289	144	204
49	18	22	324	484	396
50	4	6	16	36	24
51	15	19	225	361	285
52	2	8	4	64	16
53	17	14	289	196	238
54	5	20	25	400	100
55	15	15	225	225	225
56	11	10	121	100	110
57	14	15	196	225	210
58	21	19	441	361	399
59	14	14	196	196	196
N = 21	$\Sigma X = 271$	$\Sigma Y = 310$	$\Sigma X^2 = 4053$	$\Sigma Y^2 = 4946$	$\Sigma XY = 4262$

$$r = \frac{89,502 - 84,010}{\sqrt{\underbrace{(85,113 - 73,441)}_{11,672}\underbrace{(103,866 - 96,100)}_{7,766}}} = \frac{5492}{\sqrt{90,644,752}} = \frac{5492}{9520.7} = .577$$

$$r_{tt} = \frac{2(.577)}{1 + .577} = \frac{1.154}{1.577} = .732$$

TABLE H-XIV (continued)

NEGRO-WHITE QUIZ--DETERMINATION OF RELIABILITY BY THE SPEARMAN-BROWN SPLIT-HALF METHOD

No.	X	Y	X^2	Y^2	XY
60	21	20	441	400	420
61	19	20	361	400	380
62	15	18	225	324	270
63	21	23	441	529	483
64	16	16	256	256	256
65	13	12	169	144	156
66	18	14	324	196	252
67	11	18	121	324	198
68	18	19	324	361	342
69	21	21	441	441	441
70	11	13	121	169	143
71	19	17	361	289	323
72	17	20	289	400	340
73	17	19	289	361	323
74	17	15	289	225	255
75	15	16	225	256	240
76	16	23	256	529	368
77	13	15	169	225	195
78	10	15	100	225	150
79	12	14	144	196	168
80	16	22	256	484	352
81	16	13	256	169	208
82	15	13	225	169	195
83	17	12	289	144	204
N = 24	$\Sigma X = 384$	$\Sigma Y = 408$	$\Sigma X^2 = 6372$	$\Sigma Y^2 = 7216$	$\Sigma XY = 6662$

$$r = \frac{159,888 - 156,672}{\sqrt{(152,928 - 147,456)(173,184 - 166,464)}} = \frac{3216}{\sqrt{36,771,840}} = \frac{3216}{6063.9} = .53$$

$$r_{tt} = \frac{2\ (.53)}{1 + .53} = \frac{1.06}{1.53} = .693$$

APPENDIX I

EQUATING THE CLASSES IN TERMS OF SOCIO-ECONOMIC LEVEL

Equating the Classes According
To Socio-Economic Level

Objectives: An attempt was made to select classes for the study which were approximately equivalent according to socio-economic level. By so doing, a variable that potentially might seriously interfere with the results of the study could be minimized, or at least recognized and taken into consideration in evaluating the data.

The Instrument. In selecting an instrument to determine the socio-economic level of the classes, several criteria had to be met:

1.) The instrument had to be easily administered by the classroom teacher to her group as a whole. This meant that the number of items had to be fairly short and that the vocabulary and conceptual levels would have to be at the understanding level--if not at the reading level--of the children. (There appeared to be no reason why the teacher could not read the items to her class.)

2.) It had to be scored easily.

3.) Its design had to be sound--it had to possess good reliability ahd validity.

Locating an instrument to meet these criteria proved to be quite difficult, for most socio-economic scales are not intended for use with children who are at the Fourth Grade. As a consequence, although the second and third criteria above were met by most of the instruments available, they were generally too long and/or too difficult in terms of concepts as well as reading level for the children to handle satisfactorily. The problem was compounded by the fact that the range in the individual abilities of the children in these classes was sometimes rather large.

Tests considered for use in this part of the study, but which were rejected because they failed to meet the above criteria included The American Home Scale, The Home Index, Sims SCT Occupational Rating Scale, and the Syracuse Scale. The Minnesota Home Status Scale, which is designed for administering to parents, rather than to students, and The Social Status Scale, which is intended for use by social workers and researchers, were both rejected for our purposes. The parents of all the children involved in this study simply could not be interviewed--if for no other reason than the lack of personnel to accomplish such a task. It was also felt that the results would not justify the energy expended and that such an intensive investigation of the socio-economic class of the participants was not necessary for the purposes of our research study.

The instrument finally selected was the Heath Socio-Economic Status Scale (See Appendix D for a complete description of this instrument) which Heath developed as the subject for his dissertation while he was a student of J.C. Remmers. Although the instrument was originally designed for use with junior and senior high school students, it met most of the criteria for the scale sought for this study. The column headings, having a vocabulary too difficult for fourth graders, were rewritten to bring them down to a more comprehendable level (Figure I-1). However, since the items were few in number, the teacher could read them to the class as a whole in administering the scale. In this way the problem of selecting an instrument at suitable reading level was

Figure I-1

A MEASURE OF SOCIO-ECONOMIC STATUS (REVISED FORM)

What Do I Think?

	Better job than that my father has	About as good a job as that my father has	Not as good a job as that my father has
Insurance salesman or auto salesman			
Owner of small factory or small business			
Foreman of a factory			
Deliveryman, truck driver, mail carrier, etc.			
Trash collector			
Machine operator in a factory or auto mechanic			
Farm owner or ranch owner			
Office worker such as secretary librarian, etc.			
Director of a large corporation, such as G.E.			
Farm laborer or road worker			
Store clerk, grocery clerk, waiter, etc.			
President of a bank, doctor, lawyer			

solved.

Nevertheless, a determination of the reading level of the instrument was made using the Dale-Chall Formula. The Heath Socio-Economic Scale as revised for use with this study has a reading level of 5.8289 (Table I-I). Since the Dale Chall Formula attempts to take into consideration factors of comprehension, it is felt that the concepts included in the revised form of the Heath Scale are not beyond the understanding level of fourth graders--especially when the items are read to them by the teachers. Using the instrument in a dry-run with a class sample of children who were not participating as subjects in the research phases of the project seemed to indicate that the instrument, if read to the children by the teacher, was satisfactory for the purposes of the study. Subsequent experience with the subjects themselves reinforced this conclusion. The children understood and responded very well to the items on the Heath Scale.

Procedures. The instrument was administered to all the classes tentatively selected to participate in the study. The classes were divided as follows:

Group A--Nine classes of Negro and white children from the same neighborhood.

Group B--Eight classes of Negro and white children from different neighborhoods. Some children in this group were transported to these classes because of over-crowded conditions in their neighborhoods.

Group C--Seven classes of Negro and white children from the same neighborhood. These served as the control groups. The responses of the children were scored and tabulated according to class and group.

TABLE I-I

CALCULATIONS TO DETERMINE THE READING LEVEL OF THE HEATH SOCIO-ECONOMIC STATUS, USING THE DALE-CHALLL FORMULA FOR PREDICTION OF READABILITY

1. No. of words in sample: 96

2. No. of sentences in sample: 15

3. No. of words not on Dale list: 12

4. Average sentence length (divide 1 by 2): 6

5. Dale score (divide 3 by 1, multiply by 100): 12

6. Multiply average sentence length (4) by .0496: .2976

7. Multiply Dale score (5) by .1579: 1.8948

8. Constant: 3.6365

9. Formula raw score (add 6, 7, 8): 5.8289

10. Corrected Grade Level: Grades 5-6

The chi square technique was then used for analysis. Table I-II summarizes the response of the A group; Table I-III of the B group; and Table I-IV of the C group. The chi square calculations are given in Table I-V. A significant difference was found to exist among the three groups and this difference was significant at the .01 level. This significant difference was not unexpected, however, due to the exceptionally large number of elements. (N=8976). A chi square value of 30.61 was obtained from the observed data, which yielded the above significance. Cramer's statistic (ϕ') was used to test the strength of this relationship. The resulting value was .041 in a range from 0.00 to 1.00 indicating a very small relationship. Thus, even though a significant result was obtained, it was so small as to be of very little consequence or value in affecting the results of the investigation. The three groups, A, B, and C, therefore, could have been used in the study exactly as originally selected.

At the time, however, further analysis of the available data was carried out to determine what additional information might be obtained with respect to the socio-economic status, by class, of the students participating in the project. The chi square technique was used again to determine if the responses of the A and B groups were different from that which might be expected (Table I-VI). The calculations indicated that the observed responses were not significant from those expected at the .01 level, but they were significant at the .05 level, with a strength of relationship at .041.

Similarly, the responses of the A and C groups and the B and C groups, respectively, were analyzed. The results indicated a significance at the .01 level in both instances. Cramer's statistic was then used to obtain a measure of the strength of significance, giving a ϕ' of .029 for the A and

TABLE I-II

TEST RESULTS - WHAT DO I THINK?

GROUP A

Class No.	N	Better Than	About Same	Not As Good
305	33	111	120	165
408	32	132	156	96
409	31	49	97	226
716	31	105	141	126
717	34	96	128	184
725	33	73	123	200
818	36	96	123	213
819	33	100	130	166
820	35	90	130	200
	298	852	1148	1576

TABLE I-III

TEST RESULTS - WHAT DO I THINK?

GROUP B

Class No.	N	Better Than	About Same	Not As Good
510	29	99	98	151
511	33	81	149	166
612	29	59	80	209
613	25	54	112	134
614	26	65	106	141
921	32	88	122	174
922	31	95	106	171
923	33	71	120	205
N=	238	612	893	1351

TABLE I-IV

TEST RESULTS - WHAT DO I THINK?

GROUP C

Class No.	N	Better Than	About Same	Not As Good
202	28	87	108	141
203	31	135	101	136
306	35	102	129	189
204	25	62	99	139
212	34	146	120	142
407	30	108	117	135
030	29	58	109	181
	212	698	783	1063

TABLE I-V

CHI-SQUARE ANALYSIS OF RESPONSES
FROM THE ORIGINAL CLASSES

OBSERVED

	Better Than	About Same	Not as Good	
Group A	852	1148	1576	3576
Group B	612	893	1351	2856
Group C	698	783	1063	2544
	2162	2824	3990	8976

EXPECTED

	Better Than	About Same	Not as Good	
Group A	861.3	1125.1	1589.6	3576.0
Group B	687.9	898.5	1269.5	2856.0
Group C	612.8	800.4	1130.9	2544.0
	2162.0	2824.0	3990.0	8976.0

A— 9 original classes

B— 8 original classes

C— 7 classes

TABLE I-V(continued)

$$\frac{9.3^2}{861.3} = \frac{86.49}{861.3} = .100$$

$$\frac{22.9^2}{1125.1} = \frac{524.41}{1125.1} = .466$$

$$\frac{13.6^2}{1589.6} = \frac{184.96}{1589.6} = .116$$

$$\frac{75.9}{687.9} = \frac{5760.81}{687.9} = 8.37$$

$$\frac{5.5^2}{898.5} = \frac{30.25}{898.5} = .034$$

$$\frac{81.5^2}{1269.5} = \frac{6642.25}{1269.5} = 5.23$$

$$\frac{85.2^2}{612.8} = \frac{7259.04}{612.8} = 11.85$$

$$\frac{17.4^2}{800.4} = \frac{302.76}{800.4} = .378$$

$$\frac{67.9}{1130.9} = \frac{4610.41}{1130.9} = 4.077$$

$\Sigma \frac{(0-E)^2}{E} = 30.621$ (which is significant at the .01 level)

TABLE I-V (continued)

(continued)

CRAMER'S STATISTIC (To determine strength of significance when chi square is used with a large sample)

$$\phi' = \sqrt{\frac{\sum \left[\frac{(fo-fe)^2}{fe} \right]}{N\ (2)}}$$

$$\phi' \sqrt{\frac{30.612}{8976\ (2)}} \quad = \sqrt{.0017} \quad = .0412$$

On a scale, therefore, ranging from .00 - 1.00, the result of .412 for ϕ' shows that the relationship is a very weak one.

TABLE I-VI

CHI-SQUARE ANALYSIS OF RESPONSES
FROM THE ORIGINAL CLASSES IN GROUPS A AND B

OBSERVED

A	852	1148	1576	3576
B	612	893	1351	2856
	1464	2041	2927	6432

EXPECTED

A	813.9	1134.7	1627.3
B	650.1	906.3	1299.7

Calculations:

$$\frac{38.1^2}{813.9} = \frac{1451.61}{813.9} = 1.78$$

$$\frac{13.3^2}{1134.7} = \frac{176.89}{1134.7} = .16$$

$$\frac{51.3^2}{1627.3} = \frac{2631.69}{1627.3} = 1.62$$

$$\frac{38.1^2}{650.1} = \frac{1451.61}{650.1} = 2.23$$

$$\frac{13.3^2}{906.3} = \frac{176.89}{906.3} = .20$$

$$\frac{51.3^2}{1299.7} = \frac{2631.69}{1299.7} = 2.02$$

$$x^2 = 8.01$$

which is not significant at the .01 level, but is significant at the .05 level.

TABLE I-VI (continued)

$$\phi' = \sqrt{\frac{8.01}{2(6432)}}$$

$$= \sqrt{\frac{8.01}{12864}}$$

$$= \sqrt{.00062}$$

$$= .025$$

TABLE I-VII

OBSERVED

A	852	1148	1576	3576
C	698	783	1063	2544
	1550	1931	2639	6120

EXPECTED

A	905.7	1128.3	1542	3576
C	644.3	802.7	1097	2544
	1550.0	1931.0	2639	6120

Calculations:

$$\frac{53.7^2}{905.7} = \frac{2883.69}{905.7} = 3.18$$

$$\frac{19.7^2}{1128.3} = \frac{388.09}{1128.3} = .34$$

$$\frac{34^2}{1542} = \frac{1156}{1542} = .75$$

$$\frac{53.7^2}{644.3} = \frac{2883.69}{644.3} = 4.48$$

$$\frac{19.7^2}{802.7} = \frac{388.09}{802.7} = .48$$

$$\frac{34^2}{1097} = \frac{1156}{1097} = 1.05$$

2 df = 9.21 x^2 = 10.28

which is significant at .01 level

TABLE I-VII(continued)

$$\phi' = \sqrt{\frac{10.28}{2(6120)}}$$

$$= .029$$

TABLE I-VIII

OBSERVED

B	612	893	1351	2856
C	698	783	1063	2544

EXPECTED

B	692.8	886.4	1276.7
C	617.2	789.6	1137.3

Calculations:

$$\frac{80.8^2}{692.8} = \frac{6528.64}{692.8} = 9.42$$

$$\frac{6.6^2}{886.4} = \frac{43.56}{886.4} = .05$$

$$\frac{74.3^2}{1276.7} = \frac{5520.49}{1276.7} = 4.32$$

$$\frac{80.8^2}{617.2} = \frac{6528.64}{617.2} = 10.58$$

$$\frac{6.6^2}{789.6} = \frac{43.56}{789.6} = .06$$

$$\frac{74.3^2}{1137.3} = \frac{5520.49}{1137.3} = 4.85$$

$$x^2 \quad 29.28$$

$$\phi' = \sqrt{\frac{29.28}{(5400)^2}} = .052$$

Which is significant at the .01 level

C groups and one of .052 for the B and C groups.

The next step was to analyze the data when additional classes were included in the study, to see whether or not, by so doing, the character of the groups would be changed so that no significant difference would exist among them. One class (Class 101) was added to the A group and another one (Class 924) to the B group. The composition of the C group remained the same (Tables I-IX to I-XI). The two additional classes were selected on the basis of their homogeneity and on the fact that they most nearly comprised the socio-economic characteristics of the majority of the groups that were already a part of the study. This determination was made first on the basis of the judgement of school personnel participating in the project, including the classroom teachers, and later through an analysis and comparison of the responses of these two classes on the Heath Scale as against the other groups.

As determined by the chi-square test, a significant difference was still found to exist when these two classes (101 and 924) were included in groups A and B, respectively. This significance was at the .01 level of confidence. Use of Cramer's statistic gave a strength of significance (ϕ) of .039 on a scale of .00 to 1.00, which again indicated the relationship to be a very weak one, considering the size of the sample involved.

Further analysis revealed that no significant difference at the .05 level existed between Group A and Group B, the experimental groups. However, there again was a significant difference at the .01 level between Group A and Group C, and between Group B and Group C. Use of Cramer's statistic indicated a strength of significance (ϕ) of .037 in

TABLE I-IX

WITH AN ADDITIONAL CLASS (CLASS 101) INCLUDED

GROUP A

Class No	N	Better Than	About Same	Not as Good
101	37	69	131	244
305	33	111	120	165
408	32	132	156	96
409	31	49	97	226
716	31	105	141	126
717	34	96	128	184
725	33	73	123	200
818	36	96	123	213
819	33	100	130	166
820	35	90	130	200
	335	921	1279	1820

TABLE I-X

WITH AN ADDTIONAL CLASS (CLASS 924) INCLUDED

GROUP B

Class No.	N	Better Than	About Same	Not as Good
510	29	99	98	151
511	33	81	149	166
612	29	59	80	209
613	25	54	112	134
614	26	65	106	141
921	32	88	122	174
922	31	95	106	171
923	33	71	120	205
924	14	52	49	67
	252	664	942	1418

TABLE I-XI

WITH THE GROUP REMAINING THE SAME

Group C

Class No.	N	Better Than	About Same	Not as Good
202	28	87	108	141
203	31	135	101	136
306	35	102	129	189
204	25	62	99	139
212	34	146	120	142
407	30	108	117	135
030	29	58	109	181
	212	698	783	1063

TABLE I-XII

CHI-SQUARE ANALYSIS OF RESPONSES, WITH CLASS 101 IN GROUP A AND CLASS 924 IN GROUP B, AND CLASSES 203 and 212 OF GROUP C BEING INCLUDED

OBSERVED

A	921	1279	1820	4020
B	664	942	1418	3024
C	698	783	1063	2544
	2283	3004	4301	9588

EXPECTED

A	957.3	1260.5	1803.3	4020.3
B	720.1	947.5	1356.5	3024.6
C	605.7	797.0	1141.2	2543.7
	2283.1	3005.0	4301.0	9588.6

TABLE I-XII (continued)

$$\frac{36.2^2}{957.2} = \frac{1310.44}{957.2} = 1.37$$

$$\frac{19.5^2}{1259.5} = \frac{380.25}{1259.5} = .30$$

$$\frac{16.7^2}{1803.3} = \frac{278.89}{1803.3} = .15$$

$$\frac{56^2}{720} = \frac{3136.0}{720} = 4.36$$

$$\frac{5.5^2}{947.5} = \frac{30.25}{947.5} = .03$$

$$\frac{61.5^2}{1356.5} = \frac{3782.25}{1356.5} = 2.79$$

$$\frac{92.2^2}{605.7} = \frac{8500.84}{605.7} = 14.03$$

$$\frac{14^2}{797} = \frac{196}{797} = .25$$

$$\frac{78.2^2}{1141.2} = \frac{6115.24}{1141.2} = 5.36$$

$$x^2 = 28.64$$

sign at .01

x^2:99 = 13.277
(4df)

$$\phi' = \sqrt{\frac{28.64}{2(9588.6)}} = .039$$

TABLE I-XIII

CHI SQUARE ANALYSIS OF RESPONSES IN WHICH ARE INCLUDED THOSE FROM CLASS 101 IN THE A GROUP, WITH GROUP C REMAINING THE SAME

OBSERVED

A	921	1279	1820	4020
C	698	783	1063	2544
	1619	2062	2883	6564

EXPECTED

A	991.5	1261.8	1765.6	4019.9
C	627.5	799.2	1117.4	2544.1
	1619.0	2062.0	2883.0	6564

$$\frac{70.5^2}{991.5} = \frac{4970.25}{991.5} = 5.01$$

$$\frac{16.2^2}{1262.8} = \frac{262.44}{1262.8} = .21$$

$$\frac{54.4^2}{1765.7} = \frac{2959.36}{1765.7} = 1.68$$

$$\frac{70.5^2}{627.5} = \frac{4970.25}{627.5} = 7.92$$

$$\frac{16.2^2}{799.2} = \frac{262.44}{799.2} = .33$$

$$\frac{54.4^2}{1117.3} = \frac{2959.36}{1117.3} = 2.65$$

$$x^2 = 17.80$$

Sign. at .01

$x^2_{.99} = 9.210$
(2df)

TABLE I-XIII (continued)

$$\phi' = \sqrt{\frac{17.78}{2(6564)}}$$

$$= .037$$

TABLE I-XIV

CHI-SQUARE ANALYSIS OF RESPONSES IN WHICH ARE INCLUDED THOSE FROM CLASS 924 IN THE B GROUP, WITH GROUP C REMAINING THE SAME

OBSERVED

B	664	942	1418	3024
C	698	783	1063	2544
	1362	1725	2481	5568

EXPECTED

B	739.7	936.9	1347.4	3024
C	622.3	788.1	1133.6	2544
	1362.0	1725.0	2481.0	5568

$$\frac{75.7^2}{739.7} = \frac{5730.49}{739.7} = 7.75$$

$$\frac{5.1^2}{936.9} = \frac{26.01}{936.9} = .03$$

$$\frac{70.6^2}{1347.4} = \frac{4984.36}{1347.4} = 3.70$$

$$\frac{75.7^2}{622.3} = \frac{5730.49}{622.3} = 9.21$$

$$\frac{5.1^2}{788.1} = \frac{26.01}{788.1} = .03$$

$$\frac{70.6^2}{1133.6} = \frac{4984.36}{1133.6} = 4.40$$

$$x^2 = 25.12$$

sign. at .01

$x^2_{.99} = 9.210$
(2df)

TABLE I-XIV (continued)

$$\phi' = \sqrt{\frac{25.12}{2(5568)}}$$

$$= .047$$

the first instance (Group A and Group C), and one of .047 in the second (Group B and Group C). In neither case, therefore, is this significance a very strong one, based upon a possible range of .00 to 1.00.

The next step was to determine, if possible, which classes in the control group were preventing the three groups from being equated within the narrower limits desired--that is, which classes weighted the results so that significant differences were obtained between the experimental and control groups. An eye-ball survey seemed to indicate that two classes in the control groups, Class 203 and Class 212, were weighing the data unduly. The responses on the Heath Socio-Economic Scale were analyzed again, this time with the two classes (Class 203 and Class 212) being excluded, but with Class 101 and Class 924 still being included in Group A and B respectively (Tables I-[illegible] to I-XIX). The analysis by the chi-square technique indicated no significant difference existing between any of the groups, either at the .01 or the .05 level of confidence. The analysis was also carried out separately for the A and C and the B and C groups (Tables I-XX to I-XXI), again--quite obviously--no significant differences being discernible. Finally, so as to complete the analysis of the various possible combinations of classes, an analysis was made with Class 101 in Group A, Class 924 in Group B, and Classes 203 and 212 of Group C being excluded (Tables I-XXII to I-XXVII). No significant differences appeared among any of these combinations.

It seemed apparent, therefore, that Classes 203 and 212 were weighing the data somewhat to produce significant differences among the groups when they were included. The problem thus arose as to whether or not these two classes should be included in the study. Because of the weak strength of the significance among the groups when these two classes are included (as

TABLE I-XV

WITH AN ADDITIONAL CLASS (CLASS 101) INCLUDED

GROUP A

Class No.	N	Better Than	About Same	Not as Good
101	37	69	131	244
305	33	111	120	165
408	32	132	156	96
409	31	49	97	226
716	31	105	141	126
717	34	96	128	184
725	33	73	123	200
818	36	96	123	213
819	33	100	130	166
820	35	90	130	200
	335	921	1279	1820

TABLE I-XVI

WITH AN ADDITIONAL CLASS (CLASS 924) INCLUDED

GROUP B

Class No.	N	Better Than	About Same	Not as Good
510	29	99	98	151
511	33	81	149	166
612	29	59	80	209
613	25	54	112	134
614	26	65	106	141
921	32	88	122	174
922	31	95	106	171
923	33	71	120	205
924	14	52	49	67
	252	664	942	1418

TABLE I-XVII

WITH TWO CLASSES (CLASS 203 AND CLASS 212) BEING EXCLUDED

GROUP C

Class No.	N	Better Than	About Same	Not as Good
202	28	87	108	141
306	35	102	129	189
204	25	62	99	139
407	30	108	117	135
030	29	58	109	181
	147	417	562	785

TABLE I-XVIII

CHI SQUARE ANALYSIS WITH CLASS
101 IN GROUP A AND 924 IN GROUP B BEING INCLUDED
AND CLASSES 203 AND 212 OF GROUP C BEING EXCLUDED

OBSERVED

A	921	1279	1820	4020
B	664	942	1418	3024
C	417	562	785	1764
	2002	2783	4023	8808

Expected

A	913.7	1270.2	1836.1	4020
B	687.3	955.5	1381.2	3024
C	400.9	557.3	805.7	1763.9
	2001.9	2783.0	4023.0	8807.9

TABLE I-XVIII

CHI SQUARE ANALYSIS OF RESPONSES WITH CLASS 101 IN GROUP A AND CLASS 924 IN GROUP B BEING INCLUDED AND CLASSES 203 AND 212 OF GROUP C BEING EXCLUDED

Calculations:

$$\frac{7.3^2}{913.7} = 53.29 \qquad = .06$$

$$\frac{8.8^2}{1270.2} = 77.44 \qquad = .06$$

$$\frac{16.1^2}{1836.1} = 259.21 \qquad =.14$$

$$\frac{23.3^2}{687.3} = 542.89 \qquad = .79$$

$$\frac{13.5^2}{955.5} = 182.25 \qquad = .19$$

$$\frac{36.8^2}{1381.2} = 1354.24 \qquad = .98$$

$$\frac{16^2}{400.9} = 256 \qquad = .64$$

$$\frac{4.7^2}{557.3} = 22.09 \qquad = .04$$

$$\frac{20.7^2}{805.7} = 428.49 \qquad = .53$$

$$x^2 = \qquad 3.43$$

N.S at .05 $\qquad$ $x^2.95 = 9.488$
(4df)

TABLE I-XIV

OBSERVED

A	921	1279	1820	4020
B	664	942	1418	3024
	1585	2221	3238	7044

EXPECTED

A	904.6	1267.5	1847.9	4020
B	680.4	953.5	1390.1	3024
	1585.0	2221.0	3238.0	7044

$$\frac{16.4^2}{904.6} = \frac{268.96}{904.6} = .30$$

$$\frac{11.5^2}{1267.5} = \frac{132.25}{1267.5} = .10$$

$$\frac{27.9^2}{1847.9} = \frac{778.41}{1847.9} = .42$$

$$\frac{16.4^2}{680.4} = \frac{268.96}{680.4} = .14$$

$$\frac{11.5^2}{953.5} = \frac{132.25}{953.5} = .14$$

$$\frac{27.9^2}{1390.1} = \frac{778.41}{1390.1} = .56$$

$$x^2 = 1.66$$

$x^2 .95 = 5.991$
(2df)

N. Sign. at .05

TABLE I-XX

CHI-SQUARE ANALYSIS OF RESPONSES, WITH CLASS 101 IN GROUP A
BEING INCLUDED AND CLASSES 203 AND
212 OF GROUP C BEING EXCLUDED

OBSERVED

A	921	1279	1820	4020
C	417	562	785	1764
	1338	1841	2605	5784

EXPECTED

A	929.9	1279	1810	4019
C	408.1	561.5	794.5	1764
	1338	1841	2605	5784

$$\frac{8.9^2}{929.9} = .0852$$

$$\frac{8.9^2}{408.1} = .1941$$

$$\frac{.5^2}{561.5} = .0004$$

$$\frac{10^2}{1810} = .0552$$

$$\frac{9.5^2}{794.5} = .1136$$

$$x^2 = .4485$$

$x_{2df} \; .95 = 6$

There is no significant
difference between the groups

TABLE I-XXI

CHI-SQUARE ANALYSIS OF RESPONSES, WITH CLASS 924 IN GROUP B BEING INCLUDED AND CLASSES 203 AND 212 OF GROUP C BEING EXCLUDED

OBSERVED

B	664	942	1418	3024
C	417	562	785	1764
	1081	1504	2203	4788

EXPECTED

B	682.8	950.0	1391	3024
C	398.2	554.1	811.6	1764
	1081	1504.1	2203	4788

$$\frac{18.8^2}{682.8} = .5176$$

$$\frac{18.8^2}{398.2} = .8876$$

$$\frac{8^2}{950} = .0674$$

$$\frac{7.9^2}{554.1} = .1126$$

$$\frac{27^2}{1391} = .5241$$

$$\frac{26.6^2}{811.6} = .8718$$

$$x^2 = 2.9811$$

$$x^2\ \underset{2df}{.75} = 2.8$$

There is no significant difference between the groups determined by Cramer's statistic), it was decided to use the data from these classes also in the study. Included in the analysis, therefore, are the results from both of these control classes (Class 203 and Class 212).

TABLE I-XXII

TEST RESULTS - WHAT DO I THINK?

GROUP A

Class No.	N	Better Than	About Same	Not As Good
305	33	111	120	165
408	32	132	156	96
409	31	49	97	226
716	31	105	141	126
717	34	96	128	184
725	33	73	123	200
818	36	96	123	213
819	33	100	130	166
820	35	90	130	200
	298	852	1148	1576

TABLE I-XXIII

TEST RESULTS - WHAT DO I THINK?

GROUP B

Class No.	N	Better Than	About Same	Not As Good
510	29	99	98	151
511	33	81	149	166
612	29	59	80	209
613	25	54	112	134
614	26	65	106	141
921	32	88	122	174
922	31	95	106	171
923	33	71	120	205
N=	238	612	893	1351

TABLE I-XXIV

WITH TWO CLASSES (CLASS 203 AND CLASS 212) BEING EXCLUDED

GROUP C

Class No.	N	Better Than	About Same	Not as Good
202	28	87	108	141
306	35	102	129	189
204	25	62	99	139
407	30	108	117	135
030	29	58	109	181
	147	417	562	785

TABLE I-XXV

CHI-SQUARE ANALYSIS— EXCLUDING CLASSES 101, 924, 203, 212

Observed

A	852	1148	1576	3576
B	612	893	1351	2856
C	417	562	785	1764
	1881	2603	3712	8196

Expected

A	820.7	1135.7	1619.5	3575.9
B	655.5	907.1	1293.6	2856.2
C	404.8	560.2	798.8	1763.8
	1881	2603	3711.9	8195.9

$$\frac{31.3^2}{820.7} = \frac{979.69}{820.7} = 1.19$$

$$\frac{43.5^2}{655.5} = \frac{1892.25}{655.5} = 2.89$$

$$\frac{12.2^2}{404.8} = \frac{148.84}{404.8} = .37$$

$$\frac{12.3^2}{1135.7} = \frac{151.29}{1135.7} = .13$$

$$\frac{14.1^2}{907.1} = \frac{198.81}{907.1} = .22$$

$$\frac{1.8^2}{560.2} = \frac{3.24}{560.2} = .01$$

$$\frac{43.5^2}{1619.5} = \frac{1892.25}{1619.5} = 1.17$$

$$\frac{57.4^2}{1293.6} = \frac{3294.76}{1293.6} = 2.55$$

$$\frac{13.8^2}{798.8} = \frac{190.44}{798.8} = .24$$

$$x^2 = 8.77$$

TABLE I-XXVI

CHI-SQUARE ANALYSIS OF RESPONSES FROM THE ORIGINAL CLASSES IN GROUPS A AND B

Observed

A	852	1148	1576	3576
B	612	893	1351	2856
	1464	2041	2927	6432

Expected

A	813.9	1134.7	1627.3
B	650.1	906.3	1299.7

Calculations

$$\frac{38.1^2}{813.9} = \frac{1451.61}{813.9} = 1.78$$

$$\frac{13.3}{1134.7} = \frac{176.89}{1134.7} = .16$$

$$\frac{51.3}{1627.3} = \frac{2631.69}{1627.3} = 1.62$$

$$\frac{38.1}{650.1} = \frac{1451.61}{650.1} = 2.23$$

$$\frac{13.3}{906.3} = \frac{176.89}{906.3} = .20$$

$$\frac{51.3}{1299.7} = \frac{2631.69}{1299.7} = 2.02$$

$$x^2 = 8.01$$

$$\phi' = \sqrt{\frac{8.01}{2(6432)}} = \sqrt{\frac{8.01}{12864}} = \sqrt{.00062} = .025$$

which is not significant at the .01 level, but is significant at the .05 level.

TABLE I-XXVII

CHI-SQUARE ANALYSIS OF RESPONSES WITH CLASS 101 IN GROUP A AND CLASSES 203 AND 212 OF GROUP C BEING EXCLUDED

Observed

A	852	1148	1576	3576
C	417	562	785	1764
	1269	1710	2361	5340

Expected

A	849.8	1145.2	1581.2	3576.2
C	419.2	564.8	779.8	1763.8
	1269	1710	2361	5340

$$\frac{2.2^2}{849.8} = .0057$$

$$\frac{2.2^2}{419.2} = .0115$$

$$\frac{3^2}{1145} = .0079$$

$$\frac{2.8^2}{564.8} = .0139$$

$$\frac{5^2}{1581} = .0158$$

$$\frac{5.2^2}{779.8} = .0347$$

$$x^2 = .0895$$

There is no significant difference between the groups.

TABLE I-XXVIII

CHI-SQUARE ANALYSIS OF RESPONSES WITH CLASS 924 OF GROUP B AND CLASSES 203 AND 212 OF GROUP C BEING EXCLUDED

Observed

B	612	893	1351	2856
C	417	562	785	1764
	1029	1455	2136	4620

Expected

B	636.1	899.5	1320	2856
C	392.9	555.5	815.5	1764
	1029	1455	2136	4620

$$\frac{24.1^2}{636.1} = .9131 \qquad \frac{6.5^2}{555.5} = .0761$$

$$\frac{24.1^2}{392.9} = 1.4783 \qquad \frac{31^2}{1320} = .7280$$

$$\frac{6.5^2}{899.5} = .0470 \qquad \frac{30.5^2}{815.5} = 1.1407$$

$$x^2 = 4.3832$$

There is no significant difference between the groups.

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Volume II

THE ELEMENTARY CURRICULUM AS A FACTOR IN RACIAL UNDERSTANDING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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December 1967

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APPENDIX J

THE CASE STUDIES

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
John Chambers	7-12-56	Urban Indiana	Hoover

2.

Name of Father	Birthdate	Birth Place	Occupation
Joseph Chambers	5-13-20	Urban Illinois	Shearer Helper, S. Steel

3.

Name of Mother	Birthdate	Birth Place	Occupation
Gladys Chambers	2-20-30	Urban Indiana	Cashier, Ind. Nat'l Bank

4. Birth Place of Grandparents Maternal - Miss. Paternal Tenn. and Ill.

5. Religious Affiliation Lutheran
Name of Church

Degree of Attendance	Check
Rarely	
Routinely.	x
Regularly.	

6. No Church affiliation ________________

7. Chief family recreation: Music, Television, Movies

8.

Discipline	Check
Chiefly mother . . .	x
" father . . .	
both	

Corporal Punishment:	Check
Rarely	
Routinely.	x

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Joseph Chambers, Jr.	M	10-15-54	5th Grade - Washington
James Chambers	M	11-27-57	3rd Grade - Washington
Jerome Chambers	M	11-21-58	3rd Grade - Washington
Jerrard Chambers	M	12-13-60	1st Grade - Washington

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	x
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	Fire

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other	x	'61 - Neighborhood integration problems.

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Chambers was very enthusiastic in her approval and appreciation of the unit on the American Negro. She feels that it is beginning to fill a serious void in "her" children's education. She later amended her comment to include all children in Gary.

Mrs. Chambers cites some of her own recent experiences as practical demonstrations of why such education is needed and can be helpful. She is presently the only Negro in the department in which she is employed and believes that some of the unhealthy attitudes shown and generalizations made toward and about Negroes could have been influenced for good if Negro History had been included in the educational programs of these people.

Mrs. Chambers also wondered if "a course like this a few years ago might have helped this neighborhood remain integrated." She pointed out that the home she just purchased was sold by one of two remaining whites in the neighborhood and before she could complete her moving, the next door-neighbor had moved.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . .__x__

At times resistive . . . . .____

Extremely guarded and defensive. . . . .____

Mrs. Chambers was very open and receptive to participation in the study. She enjoyed the experience and stated that although her present work schedule does not permit her to participate in school activities, she has done so previously and anticipates going back.

Mr. and Mrs. Chambers were divorced two years ago. At the time of this contact, she was in the process of moving. She, her five sons, and her mother live together.

The boys have suffered considerable emotional upset because of the break-up of the family. Although the boys relate the problems to "daddy's leaving", Mrs. Chambers feels that they are beginning to see that he is not a positive influence in their lives. He is derelict in his financial responsibilities as well as his personal commitments to them.

Mrs. Chambers also alleges that he does not put a high premium on education and "the important things in life." She says she wants her boys to be "somebody." And that was another reason she was so glad John had a chance to take this course. He needs to know about "Negro men" who do things.

The family was again upset last New Year's Day when her mother's rental house burned and two children were killed. Immediately after this tragedy her mother became ill and was incapacitated for quite some time.

According to Mrs. Chambers, all of the upheavals and disturbance in the home have taken a great toll from each of them. The school work of all the boys reflects this involvement. However, she feels that now that they are in their own home and the older boys are beginning to be somewhat objective about the relationship with their father, their school work will improve.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Susan Shannon	11-26-56	Urban Illinois	Carleton

2.

Name of Father	Birthdate	Birth Place	Occupation
Arthur Shannon	7-12-29	Urban Ala.	Janitor

3.

Name of Mother	Birthdate	Birth Place	Occupation
Mabel Shannon	3-17-29	Rural Ala.	Housewife

4. Birth Place of Grandparents Maternal - Rural Ala. Paternal - Urban Ala.

5. Religious Affiliation Christian Fellowship
Name of Church

Degree of Attendance	Check
Rarely . . .	
Routinely. .	
Regularly. .	x

6. No Church affiliation__________

7. Chief family recreation: Television viewing - children sing - radio.

8.

Discipline	Check
Chiefly mother.	x
" father.	
both.	

Corporal Punishment:	Check
Rarely	
Routinely.	x

(Makes her go to her room and study.)

9. Social Class Level:

	Check
I	
II	
III	
IV	
V	x

? They are buying their home.

10. Siblings:

Name	Sex	Birthdate	Education
Sharon Shannon	F	8-12-54	Andrews - 8th grade
Arthur Shannon, Jr.	M	1-23-59	Carleton - 2nd (special)
Mabel Ann Shannon	F	8-21-61	Carleton - 1st grade

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once .

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects Hardly

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check	
Negative	x	Tonsils need removing.
Positive		

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		She's Daddy's child - gets what she wants; she wants to do the dividing - If things go wrong - I'm going to tell my daddy.
Patterns of Extreme Discouragement or Apathy		
Aggressiveness	x	Meany.
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 18

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Shannon had no comment and did not react to this question directly. She said only that it was "fine" that a unit on the American Negro was taught in schools last year. Since she would say no more than that, we did a little prodding, permitting her to speak her feelings at random, hoping that she would reveal her inner feelings on the subject. Mrs. Shannon said she thought Hatcher's election was something "great", that Martin Luther King was a "great man", and that if Hatcher were white, no soldiers would have been needed in Gary during the election. She said her husband was "glad Hatcher was elected mayor" as there would be no more "pushing around" at the place he worked.

Mrs. Shannon is a good woman and is interested in her family's welfare. She has very little education, but from her statements above, she does have race pride. Susan, like other children from this type of family, will have to depend on her secondary environment for her cultural and social training.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open . . . . ____
At times resistive . . . . __x__
Extremely guarded and defensive. . . . __x__

This is an older home situated on an unimproved street in the Brunswick Area. It is a three bedroom home and appears to be about 15 years old. Mr. Shannon was working at the time of this visit. The hour was 5 P.M. and Mrs. Shannon was home with her children. She was guarded and appeared suspicious during most of the interview although she said she received the letter and was expecting a visit. She did answer questions as well as she could but she asked over and over if this survey would help Susan as she was slow in school.

The Shannons are religious people. Mrs. Shannon appeared pleased to say that they go to church regularly, that her girls sing in the choir, and that her son is an usher in the church. She attended school to the 10th grade but she was not certain how long her husband attended school. She thought perhaps he went to the third or fourth grade. Mrs. Shannon hesitated on the question of chief family recreation. Finally, she said they view television together, listen to the radio, and that the children sing. Since she is home with the children, she said she was the chief disciplinarian. Her discipline consists of routine corporal punishment, but she prefers to send Susan to her room to study when she is naughty. During this entire interview, the children remained in the room. Susan sat at the table gazing at us and appeared to concentrate on every word spoken.

Mrs. Shannon said they moved only once during the past five years and that was when they moved into their present home two years ago. As to her interest in school, Mrs. Shannon said she visited Carleton School during Education Week this year. Her attendance at PTA meetings has been seldom. Her husband, she said, is interested in their children's education, but he does not take an active part in school affairs. Mrs. Shannon said that Susan prefers to study alone and that she receives no help from her mother or father. It did not appear that Mrs. Shannon knew much about school subjects. Neither did it appear from her conversation that she attended school to the tenth grade.

According to Mrs. Shannon, Susan has good health except for infected tonsils. She and her husband plan to have them removed in the very near future. As to Susan's psycho-social developmental problems, Mrs. Shannon said Susan is a "meany"--her daddy's child. Whatever she wants her daddy will try to get for her. She will share with her siblings as long as she can do the dividing. We did not see Mr. Shannon but it appeared that Mrs. Shannon was the controlling force in this family.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Thomas Weishaar, Jr.	1-7-57	Urban Illinois	Lakeside

2.

Name of Father	Birthdate	Birth Place	Occupation
Thomas Weishaar, Sr.	12-20-24	Urban Indiana	Foreman, Trucking Co.

3.

Name of Mother	Birthdate	Birth Place	Occupation
Ardis Weishaar	4-20-27	Urban Illinois	Housewife - Student

4. Birth Place of Grandparents Illinois

5. Religious Affiliation Evangelical
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . . .	
Regularly. . . .	x

6. No Church affiliation ____________

7. Chief family recreation: Reading and Television

8.

Discipline	Check
Chiefly mother. . .	
" father. . .	
both. . . .	x

Corporal Punishment:	Check
Rarely	
Routinely. . .	x

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Todd Weishaar	M	2-3-45	U.S. Army
Karen Weishaar	F	10-11-53	Calvin Coolidge

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English and German

13. Mobility of Family - Times moved in last five years 2 times

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Deaths	x
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Agressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 22

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Weishaar was the parent interviewed and told me that the family was very interested in the unit on the American Negro. They found it very informative. She thought that her son could remember the details and she called him into the room. Thomas Jr. said that he was interested in the Negroes famous in music and science. He did not do an individual project like some of the children, but he remembered the unit as being interesting and informative. Mrs. Weishaar stated that when her son studied about George Washington Carver, he became interested in science for the first time. The student remembered studying about how slaves were transported to America and their plight up until the Civil War. Mrs. Weishaar stated that her son was very much confused about how one set of people could put another in slavery. The child could not connect it with anything happening today. Mrs. Weishaar felt that the entire family gained from the experience. Thomas had in his social studies class.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At Times Resistive . . . . ____
Extremely Guarded and Defensive. . . . ____

The Weishaar family resides in an eight-room brick home located in a nice residential area. The lawn and surroundings are well kept. Mr. Weishaar is a foreman at Robinson Trucking Company. He works 14 to 16 hours per day. His income is around $10,000 per year. Mrs. Weishaar is taking clerk-typist training at Indiana Development Center. The members of the family are Todd, a son in the Army, and Karen, an eighth grader at Calvin Coolidge. Both adults in this family were reared in Chicago and they lived there a long time. The Weishaar family has lived at the present address for about eighteen months. Mrs. Weishaar completed the 10th grade and her husband completed the 11th grade.

The furniture was of average quality. The mother informed me that she had not had time to keep the house up since she started school. Although I was told that Mr. and Mrs. Weishaar shared the role as head of the household, I got the impression that the mother was the dominant person. Most of the family activity is in the home. There are no close relatives in Gary according to Mrs. Weishaar. Mr. Weishaar seemed quiet and reserved. He looked at TV during most of our interview. The children came to their mother when they wanted permission to do something.

I got the impression that the children went to church every time the doors opened, but the parents were not always with them. The family seemed well-clothed and well-fed. The children were well-trained and polite. Reading and television were given as the main sources of family recreation.

When questioned about the responsibilities of each child I was told that they had chores. Mrs. Weishaar did not have any high aspirations for her children. She stated that she wanted them to be whatever they wanted to be . Her daughter is interested in drama. She hopes that she will follow up in this area. Her son has not made up his mind according to Mrs. Weishaar. The adults do not belong to any social or civic organizations, but the boy belongs to the Boy Scouts and he intends to join the Boys Club. The family members seemed quite happy during my visit and they cooperated with the interviewer. I would think that the Weishaar family is typical of Hollingshead's class IV family.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
James Kindell	5-4-56	Urban Indiana	Tippecanoe

2.

Name of Father	Birthdate	Birth Place	Occupation
Robert Kindell	11-16-19	Rural Alabama	Southern Steel

3.

Name of Mother	Birthdate	Birth Place	Occupation
Josephine Kindell	9-12-20	Rural Alabama	Laundry

4. Birth Place of Grandparents Rural Alabama

5. Religious Affiliation Baptist
Name of Church

Degree of Attendance — Check
Rarely . . . . . . ___
Routinely. . . . . ___
Regularly. x

6. No Church affiliation___

7. Chief family recreation: Outings, Picnics, viewing television

8. Discipline — Check
Chiefly mother . . . . ___
" father . . . . ___
both x

Corporal Punishment: — Check
Rarely . . . . . ___
Routinely. . . . x

9. Social Class Level: — Check
I . . . . ___
II . . . . ___
III . . . . ___
IV x
V . . . . ___

10. Siblings:

Name	Sex	Birthdate	Education
Joseph Kindell	M	11-13-53	Iroquois
Linda Kindell	F	12-20-44	College

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

According to Mrs. Kindell, her son said very little regarding this study. She expressed a desire that some effort should be made to include this unit in the school subjects, so that children would gain knowledge of contributions made to our culture.

2. Summary Statement (Aim to picture the family as total unit)

Also indicate degree Of cooperation: Check

Open x
At times resistive . . . . ___
Extremely guarded and defensive. . . . . ___

Mrs. Kindell and her family live in a beautifully furnished home in the Gary Heights area. Both parents are employed (Mr. Kindell was unavailable for the interview) and appear to be interested in providing some material comforts for their children and themselves. Mrs. Kindell places a great deal of value on education, as she was unable in Alabama to complete her schooling, due to helping with the crops etc. It appeared that this family is a closely-knit, church-going family, and very pleasant.

FAMILY INTERVIEW GUIDE SHEET

1. Name of Student	Birthdate	Birth Place	Present School
Michelle Amberson	2-20-57	Urban Indiana	Taylor
2. Name of Father	Birthdate	Birth Place	Occupation
Harold Amberson	2-13-18	Urban Alabama	Maintenance
3. Name of Mother	Birthdate	Birth Place	Occupation
Ruth Amberson	5-7-21	Urban Illinois	Asst. Cook - Taylor

4. Birth Place of Grandparents Maternal - Urban Miss. Paternal - Ala.

5. Religious Affiliation Apostolic
Name of church

Degree of Attendance	Check
Rarely	
Routinely. . .	
Regularly. . .	x

6. No Church affiliation

7. Chief family recreation: Basketball; TV occasionally

8.

Discipline	Check
Chiefly mother . . .	
" father . . .	
both	x

Corporal Punishment	Check
Rarely	x
Routinely. . . .	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Lyric Amberson	F	5-19-48	Sophomore in College
Harold Amberson	M	7-10-50	Jr. High School
Carla Amberson	F	8-20-53	Sophomore in High School
Eric Amberson	M	1-1-55	7th grade - Phillips
Roger Amberson	M	5-15-57	4th grade - Taylor

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other	x	Timid; 1st, 2nd, 3rd, poor work, very concerned.

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

This family enjoyed Michelle's participation in the unit on the American Negro. They helped with several of the homework projects as well as some of the school activities. (One of the children who was in and out during the interview quipped "As if we had a choice. You don't know Michelle.")

Mrs. Amberson believes this is a late beginning of a very worthwhile addition to the school curriculum. She also says "all of us learned a lot about our race."

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open	x
At times resistive	
Extremely guarded and defensive	

This is a very close-knit, well-organized family. They are active in school and community affairs. They are also regular participating members of their church. It is interesting that although the family has lived in Gary for more than 15 years, they have maintained their church affiliation in Chicago.

Mrs. Amberson is the dominant parent in this family. Mr. Amberson appears to give his full cooperation in all areas of family life. He is most anxious that all of his children "receive a good education so they can do better for themselves than I have done."

The two older daughters have made outstanding academic records. Lyric was the recipient of a four year scholarship in Actuarial Science from a major Insurance Company. Her decision to marry during her freshman year upset the family, but she has continued her work and the family seems to have made a happy adjustment.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Cassandra Calhoun	9-29-56	Urban Indiana	Monroe

2.

Name of Father	Birthdate	Birth Place	Occupation
Cordell Calhoun	3-25-28	Rural Ark	Pump Oper. South. Steel

3.

Name of Mother	Birthdate	Birth Place	Occupation
Nellie Calhoun	9-13-33	Urban Indiana	Housewife

4. Birth Place of Grandparents Arkansas

5. Religious affiliation A.M.E. Church
Name of Church

Degree of Attendance	Check
Rarely	
Routinely.	
Regularly.	x

6. No Church affiliation ____________

7. Chief family recreation: Going to Church, Bible Games, Television

8.

Discipline	Check
Chiefly mother.	
" father.	
both. .	x

Corporal Punishment:	Check
Rarely	
Routinely. . . .	x

9. Social Class Level:

	Check
I.	
II.	
III.	
IV.	x
V.	

10. Siblings:

Name	Sex	Birthdate	Education
Dianna Calhoun	F	1-12-53	Miami
Joshua Calhoun	M	3-15-55	Carleton
Casey Calhoun	M	1-29-60	Monroe
Ramsey Calhoun	M	5-12-62	Monroe

11. Ethnic Background: Check

Caucasian . . . . ____
Negro x
Mexican . . . . ____
Puerto Rican. . . . . . ____
Other . . . . ____

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School: Degree of Interest: Check

High . . . . ____
Average. x
None . . . . ____

Knows School Subjects Some

15. Unusual family tensions: Check

Death . . . . ____
Divorce . . . . ____
Abandonment . . . . ____
Alcoholism. . . . . ____
Mental Illness. . . . . ____
Chronic unemployment. . . . . ____
Crime . . . . ____
Other . . . . ____

16. Child's general physical condition (as determined by parents): Check

Negative . . . . ____
Positive x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. .		
Other		

18. Family dominance: Check

Father x
Mother . . . . ____
Mutual . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 14

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Calhoun stated that in helping her daughter she learned more about Negro contributions. She would like to see such a unit continued in all schools.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

Mr. and Mrs. Calhoun and their 5 children reside in a modest home in the Gary Heights area. Mr. Calhoun was unavailable for the interview, as he was at work. The Calhoun family appears to be closely-knit, and deeply religious. Bible study is held in the home with family members, daily, if at all possible, according to Mrs. Calhoun. Mrs. Calhoun states that she desires to have her children receive a good education, but she wants them to have good character and always be good citizens. The children appear to be quite devoted and obediant. A very nice family.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Carol Long	5-29-57	Urban Indiana	Monroe

2.

Name of Father	Birthdate	Birth Place	Occupation
Robert Long	9-15-37	Urban Tenn.	Unknown

3.

Name of Mother	Birthdate	Birth Place	Occupation
Pauline Long	6-26-38	Urban Tenn.	Sleever (Zickmund's Laundry)

4. Birth Place of Grandparents Urban Tennessee

5. Religious Affiliation Baptist Church
Name of church

Degree of Attendance	Check
Rarely	
Routinely. . . .	
Regularly. . . .	x

6. No Church affiliation ________

7. Chief family recreation: Visit the Zoo and Riverview, listening to records.

8.

Discipline	Check
Chiefly mother	x
" father	
both	

Corporal Punishment:	Check
Rarely	
Routinely. . . .	x

9.

Social Class Level	Check
I	
II	
III	
IV	
V	x

10. Siblings:

Name	Sex	Birthdate	Education
Leslie Long	F.	9-12-58	Monroe
Donald Long	M.	9-20-60	"

11. Ethnic Background: Check

Caucasian . . . . ____
Negro x
Mexican . . . . ____
Puerto Rican. . . . . . ____
Other . . . . ____

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family interest in School: Degree of Interest: Check

High . . . . ____
Average. x
None . . . . ____

Knows school subjects Not all of them

15. Unusual family tensions: Check

Death . . . . ____ None
Divorce . . . . ____
Abandonment . . . . ____
Alcoholism. . . . . ____
Mental Illness. . . . . ____
Chronic unemployment. . . . ____
Crime . . . . ____
Other . . . . ____

16. Child's general physical condition (as determined by parents): Check

Negative . . . . ____
Positive x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other.		

18. Family Dominance: Check

Father. . . . . ____
Mother. x
Mutual. . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 14

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Long stated that her daughter was quite interested in the unit on the American Negro last year, and did considerable research on it. Apparently, Carol Long learned a bit more about some outstanding Negroes. She became particularly interested in facts about Cassius Clay, and remains a fervent Clay Fan.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Chec

Open . . . . ______
At times resistive . . . . ______
Extremely guarded and defensive. . ______

Mrs. Long and her three children reside in Ivanhoe Gardens Housing Project. Mrs. Long is divorced and presently has no knowledge of her husband's whereabouts. She was a former A.D.C. (Aid to Dependent Children) recipient, but received training under the Title V program of the Lake County Department of Public Welfare. She is presently employed at Zickmund's Laundry, Hammond, Indiana.

The Long family appeared to be closely-knit; the children were helping their mother prepare the dinner at the time of my interview. Mrs. Long has arranged for the children to remain in the home of a next door neighbor, during her working hours. A very congenial family group.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Sandra Thompson	3-13-57	Urban Indiana	Carlyle
2.	Name of Father	Birthdate	Birth Place	Occupation
	Samuel Thompson	6-9-33	Urban W. Virginia	Bus Driver
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Edith Thompson	6-20-34	Urban Indiana	Housewife

4. Birth Place of Grandparents Maternal - Miss. Paternal - Ala.

5. Religious Affiliation Israel C.M.E. and Friendship Bapt.

Degree of Attendance	Check
Rarely	
Routinely	
Regularly	x

6. No Church affiliation ________________

7. Chief family recreation: Bowling, skating, and movies

8.

Discipline	Check
Chiefly mother	
" father	
both	x

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Debra Thompson	f	3-29-60	2nd Grade - Carlyle
Kelly Thompson	f	1-12-65	Pre-school

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School: Degree of Interest:

	Check
High	
Average	x
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias	x	3rd year showed more interest and liked to work.
Patterns of Extreme Discouragement or Apathy	x	Sometimes appears not to care about anything.
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Thompson knew that Sandra had taken the unit on the American Negro, but knew very little about the unit materials or home projects.

She expressed the feeling that "this ought to be included all the time" but did not elaborate on the statement.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation:	Check
Open	
At times resistive	
Extremely guarded and defensive. .	x

The appointment to visit this family was made by telephone with Mr. Thompson. He stated that they had received the introductory letter and were happy to participate. He seemed enthusiastic and said he would inform his wife who was at work.

However, when this worker arrived, Mr. Thompson had left for work. Mrs. Thompson was not enthusiastic and remained resistive throughout the visit. Although she admitted the worker to her home, she did not offer a seat. After explaining the purpose of the visit, she said "Alright, I'll answer the questions." Mrs. Thompson stood directly in front of the worker and read each question on the schedule as she answered. She gave no additional information. Although Mr. Thompson had said his wife was at work when the appointment was made, she gave her occupation as housewife.

Three of the children were in the home at the time of the interview. They received excellent care and moved about quite freely. They also seem to be well-mannered and friendly. There is obvious affection between them.

Mrs. Thompson could not explain why Sandra did not want to go to school during the first two years. "She just had to grow out of it."

It was impossible to get information about total family relationships because Mrs. Thompson was so resistant to the study. This is not intended to suggest that she was rude or discourteous, but she was most wary of this effort.

FAMILY INTERVIEW GUIDE SHEET

1. Name of Student	Birthdate	Birth Place	Present School
Carlos Lupida	5-12-56	Urban Indiana	Carmichal
2. Name of Father	Birthdate	Birth Place	Occupation
Pablo Lupida	6-23-19	Puerto Rico	Millright - Southern Steel
3. Name of Mother	Birthdate	Birth Place	Occupation
Maria Lupida	7-19-31	Puerto Rico	Housewife

4. Birth Place of Grandparents Puerto Rico

5. Religious Affiliation New Testament Church
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . .	
Regularly. . .	x

6. No Church Affiliation ____________

7. Chief family recreation: Nothing but Church activities

8. Discipline

	Check
Chiefly mother . . .	
" father . . .	
both	x

Corporal Punishment:	Check
Rarely . . .	x
Routinely. .	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Juan Lupida	M	7-17-48	Kennedy H.S. (grad.)
Alfredo Lupida	M	6-20-52	gr. 9 - Boys School Plainfield, Indiana
Mario Lupida	M	8-9-61	gr. 1 - Carmichal

11. Ethnic Background:

	Check
Caucasian	
Negro	
Mexican	
Puerto Rican.	x
Other	

12. Language spoken in the home Spanish and English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average.	x
None	

Knows school subjects no

15. Unusual family tensions:

	Check	
Death	x	2 siblings born dead - 1958 - 1965
Divorce		
Abandonment		
Alcoholism.		
Mental Illness.		
Chronic Unemployment. . .		
Crime		
Other	x	Alfredo - Juvenile Ct. Stealing cars - 1967

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems: none

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness.		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 11

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The father apparently had not known about this unit of study. He said that he didn't think it was necessary, but that it could do no harm. Carlos had not talked about this unit on the American Negro last year, nor could he remember much about it at the time of my visit. The mother just smiled and shrugged her shoulders, apparently agreeing with her husband. She did urge Carlos to tell us about the Unit. Mr. Lupida explained that he and his wife had been taught to accept all people for themselves without regard to race, nationality or religion. They had taught their children in the same way. On second thought, he said he believed that any course of study at school that would strengthen the idea of accepting all people at face value was likely a good idea. He inquired of Carlos and me whether or not there had been a unit on Spanish-speaking people.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation:

	Check
Open	
At times resistive	x
Extremely guarded and defensive.	

The Lupida family lives in a gray stucco, formerly mill-owned home which they are proudly buying. The interior is bright and colorful and sparkling clean. They were pleasant and cooperative, but friendlier as the interview progressed. During my visit, first their new daughter-in-law and then a male family friend arrived and were included in our discussion around the dining room table. Mr. Lupida did most of the talking, often consulting with his wife in Spanish. The parents seem greatly preoccupied with their satisfying church life. They want each of their children to graduate from high school. Their first son is, in fact, a high school graduate. They told me about their heartache over their son who is in Boy's School. However, they explained that he was out-of-control--truant from school and home much of the time. Now he is forced to attend school and is also learning the importance of obedience. They are thankful that the Juvenile Court is helping them with their unruly son. They expressed concern over the quick temper of Carlos, but dismissed this worry laughingly by attributing it to the fact that he is a 'hot tempered Puerto Rican' like themselves. Mr. Lupida stated that they like to return to Puerto Rico for visits, but they love to live here. Young Mrs. Lupida was very helpful to me in this interview. When I expressed my appreciation and offered best wishes to her and her husband, they all smiled. And then Mr. Lupida said, "Ah yes, and maybe soon I going to be Grandpapa?" His remark was greeted with gales of happy laughter from everyone.

They were overly serious and gaily light-hearted by turns - the father setting the tone as he represented his family in our dialogue.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Carole Turney	9-14-56	Urban Indiana	Hilltop
2.	Name of Father	Birthdate	Birth Place	Occupation
	Don Simons	6-15-16	Urban Michigan	Hod Carrier
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Mary Turney	9-23-30	Urban Michigan	Housewife

4. Birth Place of Grandparents Urban Mississippi

5. Religious Affiliation Baptist
Name of Church

6. No Church affiliation ________

Degree of Attendance	Check
Rarely	
Routinely . . .	
Regularly . . .	x

7. Chief family recreation: The entire family looks at television most of the time and the children go skating as a group .

8.

Discipline	Check
Chiefly mother	x
" father	
both	

Corporal Punishment:	Check
Rarely . . .	
Routinely .	x

9. Social Class Level:

	Check
I	
II	
III	
IV	
V	x

10. Siblings:

Name	Sex	Birthdate	Education
Dorothy Simons	F	7-7-52	10th Grade - Hoover
Carl Blake	M	4-21-59	2nd Grade - Hilltop
Judy Turney	F	7-20-62	Kindergarten - Hilltop

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	x
Abandonment	x
Alcoholism	
Mental Illness	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 21

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The parent, Mrs. Mary Turney, was interviewed and her feeling regarding this study was that "it was a good thing." Her child liked it very much. She felt that the entire family learned something from the unit on the American Negro. This parent felt that her daughter and the rest of the children knew about the prominent and famous Negroes of today, but they knew nothing of the prominent Negroes of the past. They learned that there had been famous Negro cowboys, like Jackson and Evans. They learned about Paul Lawrence Dunbar and his poetry. The main lesson taught them was that there were famous Negroes in the past in all walks of life. Mrs. Turney and her children wished that this unit could have been extended and now she hopes that it will be a regular part of the social studies course. Her daughter was very much in love with this section of the social studies program. She feels that it should be a permanent fixture in every social studies course in each school of the Gary School System.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive . . ____

Mrs. Turney and her four children live in a five room second floor apartment in Gary, Indiana. This is a very deprived household of people where the mother has been on ADC for over eleven years. The present family income is approximately $175 per month. She pays $80 per month for rent which includes heat and hot water. This family has had the unusual tensions of divorce, abandonment, and chronic unemployment throughout the years. The mother lived in a common-law relationship with the father of some of her children while he was legally married to another woman in East Chicago, Indiana. There were numerous domestic court battles and nothing was settled nor was very much support paid. Since the close association with Mr. Simons, Mrs. Turney has had affairs with at least two other men by whom children have been born. Although there is a male in the home constantly Mrs. Turney did a fair job of rearing her children. She had much difficulty with the older girl, Hazel, who finally dropped out of high school and married. The present family members are very close and devoted to each other. Mrs. Turney plans to go to work next week and Dorothy will look after the children. The children are doing well in school and the mother is proud of them. They all go to church together each Sunday. There seems to be much love and affection in this home although they are economically deprived. There is hope on the mother's part that she will be able to see her children grow up in a better world.

This family does not participate in community activities nor does the mother belong to any social or civic organizations, mainly because of the lack of money. This family as a unit relates quite healthily with the community and one could classify it as a happy lower class American family of minority origin.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Mary Turner	5-21-57	Urban Indiana	Miami
2.	Name of Father	Birthdate	Birth Place	Occupation
	Robert Turner	11-11-32	Urban Ala.	Steelworker
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Mary Turner	5-12-33	Urban Ala.	Mach. Oper. Gary Mfg. Co.

4. Birth Place of Grandparents Paternal - Urban Ala. Maternal - Rural Ala.

5. Religious Affiliation Baptist
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . .	
Regularly. . .	x

6. No Church Affiliation ___________

7. Chief family recreation: Music, dancing, games, Museums, Parks, Zoos in Chicago.

8.

Discipline	Check
Chiefly mother . .	x
" father . .	
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely. . .	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Martha Turner	F	4-13-53	9th - Thompson
Sheryl Turner	F	1-12-59	3rd - Miami

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check	
Death	x	Maternal Grandparents
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic Unemployment		
Crime		
Other		

16. Child's general physical condition (as determined by parents):

	Check	
Negative		
Positive	x	Normal in all ways - healthiest one

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias	x	Since loss of grandparents
Patterns of Extreme Discouragement or Apathy		
Aggressiveness	x	Better than average grades - selected for extra activities in school
Other		

18. Family dominance:

	Check	
Father		
Mother		
Mutual	x	Give and take

19. Gary Redevelopment Commission Neighborhood Number 18

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The Turners were, perhaps, more guarded in this area than in others. Since they were closely attached to the schools, it appeared that they did not want to be too critical of them. Mr. Turner said such programs should have taken place long ago. He said few Negro children and fewer white children were aware of contributions Negroes made in America. He said Negro children would feel differently about themselves if they learned about the contributions, and white children would change their outlook about Negroes. Now, he said, both Negro children and white children think the Negro is inferior. He said it was not until recently that he learned that a Negro invented hydraulic brakes. From what he read and saw on television, he thought there were only white cowboys. Now, he said, he knows there were Negro cowboys, also. Mrs. Turner said "there is nothing in schoolbooks about Negroes and they should be included". Mr. Turner said that when his children see a Negro on television, they say - "Oh Daddy, there is a colored person on TV."

Both Mr. and Mrs. Turner said they were happy that Mary was chosen for this special activity and hoped that all children could learn more about the Negro.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open . . . . ____
At times resistive . . . . __x__
Extremely guarded and defensive . . . . ____

There is an inter-communication system in this home with an outside speaker. Mary answered my ring, the first visit, through the speaker. She said her mother and father were working and she did not know what time they would be home. I identified myself, said I would return and asked her to inform her parents. She did not open the door but I saw her peeking through the window as I left. Mary answered over the "inter-com", also, on my second visit. She recognized my voice and said "Mr. Taylor is here."

Mr. and Mrs. Turner were courteous but did not appear interested in participating in the interview at that time. Finally, Mr. Turner said he would talk with me if it did not take too long, but his wife was busy preparing dinner. When he had answered Question #2, Mrs. Turner entered the interview. In answer to her question of how long it would take, I said not more than thirty minutes. At first, they appeared suspicious and much time was employed in establishing rapport. Little by little they became more and more interested and wanted to continue talking after one hour. Mr. Turner followed me out of the home when I was leaving.

Both parents knew that Mary participated in the social science project but did not know what it was all about and had forgotten about it. They responded, together, quite readily. This is a religious family and they did not hesitate in talking about their church and its activities. During the past five years, they moved only once and that was into their present new home from the redevelopment area on the east side of Gary. They were pleased to talk about family recreation activities and about places of interest they visited in a group. They took pride in saying, also, that English and French are spoken in their home. It appeared that Martha was the only one who tried to speak French as she was studying it in school. Mrs. Turner is the chief disciplinarian. Her husband said he leaves that to her as their children are girls.

Mrs. Turner said that she has a high degree of interest in school programs. For years, she said, she has been active in PTA's. She said Mary won an achievement award at Harold school when they lived on the east side of the city. She said Mary is normal, now, in most ways; however, she has been fearful since the deaths of her maternal grandparents, both in July, 1967. However, Mrs. Turner emphasized that Mary was selected for special activities at school. That recognition, she said, gave the child a new outlook and helped her get over her fears. Family tensions were acute when the grandparents passed, she said. Mrs. Turner said that although she is the chief disciplinarian where the children are concerned, in other family matters there is mutual agreement including the children.

This is a newly consturcted home in the $18,000 - 20,000 range. Although both parents work away from the home, it appeared well-kept. Mrs. Turner said the children help her with the chores and like to keep the home neat. Mr. Turner said the outside work belongs to him and his major separate recreation is keeping it up. His lawn was sodded with blue grass and was very neatly maintained.

FAMILY INTERVIEW SHEET

	Name of Student	Birthdate	Birth Place	Present School
1.	William Roberts	1-3-57	(Urban) N.J.	Southwestern

	Name of Father	Birthdate	Birth Place	Occupation
2.	William Roberts	4-25-34	(Urban) Ala.	Carpenter, Blakes Const.

	Name of Mother	Birthdate	Birth Place	Occupation
3.	Helen Roberts	10-10-37	(Urban) N.J.	Secretary--Law Firm

4. Birth Place of Grandparents (Paternal - Urban Ala.)-(Maternal - Grandmother; (Urban) N.J. Grandfather; (Urban Va.)

5. Religious Affiliation Calvary Lutheran (name of church)

Degree of Attendence	Check
Rarely . . .	
Routinely. .	
Regularly. .	x

6. No church affiliation ___

7. Chief family recreation: Movies - Parks - Cookouts - Television

8. Discipline

Discipline	Check
Chiefly mother	
" father	x
both	

Corporal Punishment:	Check
Rarely . . .	
Routinely. .	x

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
John Roberts	M	12-20-59	3rd - Southwestern
Ann Roberts	F	12-21-60	2nd - Southwestern

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican. . . .	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years 1

14. Family Interest in School:

Degree of Interest	Check
High.	
Average . . .	x
Low	

Knows school subjects yes

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism.		NONE
Mental Illness.		
Chronic Unemployment. . .	.	
Crime		
Other		

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness ...	x	Makes friends easily
Other		

18. Family dominance:

	Check
Father. . .	x
Mother. . .	
Mutual. . .	

19. Gary Redevelopment Commission Neighborhood Number 18

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Although Mrs. Roberts said she was aware that William was participating in the social science project, she thought no more about it because she felt that he could hold his own. She thought children of both races should be exposed to Negro history if it is included in the regular school curriculum. She said it should not be treated as something special. Mrs. Roberts said that too many Negro children already feel inferior and to treat Negro history as something special would augment their inferiority. Also, special treatment of Negro history, she thought, would not make white children less prejudiced. Race prejudice, she said, is taught in the homes. She believed the home had more influence on a child's social training than the school. She continued that if children could grow up together without their parents, there would be no racial prejudice. Sometimes, she said, the school and the community put too much emphasis on the wrong thing. She gave an example of the taking of Little Black Sambo out of the school books. She said she attended only integrated schools and to her Little Black Sambo was just another story. The furor, she said, that was raised at the time of eliminating the story from school books increased white children's prejucices and accentuated the inferiority of Negro children. Mrs. Roberts did believe that Negro history should be in the regular curriculum, because, as she said, every little bit helps.

Mrs. Roberts believed that human relations and race relations should be included in the curriculum for younger children. She believed that, then, with the inclusion of Negro history, children would learn that both races contributed to the society in which we live, and that neither would appear strange or as something special to the other.

At this point, Mrs. Roberts said "if my husband were present, I would not tell you this." She said her approach to people was different from her husband's approach. Since she received her education in integrated schools, race made no difference to her. She felt comfortable with all peoples. Her husband, she said, born, reared, and educated in the South, was much more cautious in his contacts with white persons and more suspicious of them than she.

This is a newly constructed six room home with no basement. It was clean but sparsely furnished. Mrs. Roberts said they were in no hurry to buy expensive furnishings while their children were small. There are two cars in this family but no garage at present. That, said Mrs. Roberts, will come later.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . ____

Only Mrs. Roberts was available for this interview and she did not hesitate in answering questions. She did receive a communication that her son was taking part in the social studies project but she gave no more thought to it. Mrs. Roberts said she was graduated from Princeton, New Jersey, High School and at present is employed as legal secretary for a Chicago law firm. Her husband is a graduate of Tuskegee Institute, Tuskegee, Alabama, and is employed as carpenter for Blakes Construction in Gary.

It was not until my third visit that I found either parent in the home. John answered the door but he did not open it. He said his parents were working but his mother would be home Saturday. Ann remembered to tell her mother that Mr. Taylor would visit again Saturday. Mrs. Roberts said that because her children are alone when baby sitters are not available, she trains them to be cautious of strangers. She thought all her children were reliable.

This family moved to Gary from Trenton, New Jersey, a year ago, their only move the past five years. Since they are newcomers, and both she and her husband spend much time out of the home, her children play among themselves. When possible, additional recreation activities are as indicated. William usually supervises activities when she and her husband are working.

Question #5, Religious affiliation, received immediate response. Mrs. Roberts said her mother had always been a religious person in Princeton, New Jersey, and her father brought his religious background from Richmond, Virginia. She has always attended church and so have her children. During the interview, William came in and asked if he could attend church, Sunday, with one of his friends. Mrs. Roberts said William makes friends easily, has an out-going personality, and is not selfish. However, when he was younger, he was allergic to almost everything; certain foods, dust, and weeds. Now that he is older his health has improved. August is his worst month. He is a chubby boy, large for his age, and he did appear calm and reliable.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Rachel Devoe	8-13-57	(Urban) Mo.	Sunnybrook
2.	Name of Father	Birthdate	Birth Place	Occupation
	Philip Sams	9-4-25	Indiana	Craneman, Sand City Steel
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Josephine Sams	8-7-33	(Urban) Texas	Western School Librarian

4. Birth Place of Grandparents (Paternal) So. Carolina (Maternal) Urban, Texas

5. Religious Affiliation Protestant
Name of church

Degree of Attendance	Check
Rarely . . .	
Routinely. .	x
Regularly. .	

6. No Church Affiliation ____________

7. Chief family recreation: Games, Music, Musicals, Fishing, Television-viewing, Museums in Chicago

8. **Discipline**

	Check
Chiefly mother. . .	
" father. . .	x
both. . .	

Corporal Punishment:	Check	
Rarely	x	uses talk
Routinely. . .		more

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Carol Devoe	F	9-7-60	2nd - Sunnybrook
John Sams	M	7-6-63	Pre-school
Mary Sams	F	5-29-64	"
Helen Sams	F	4-20-65	"

11. Ethnic Background: **Check**

Caucasian . . . .
Negro x
Mexican . . . .
Puerto Rican. . . . . . .
Other . . . .

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years 3

14. Family Interest in School: Degree of Interest: **Check**

High x
Average. . . . .
None . . . .

Knows school subjects Yes - Mrs. Sams is a librarian

15. Unusual family tensions: **Check**

Death . . . .
Divorce . . . .
Abandonment . . . .
Alcoholism . . . . NONE
Mental illness. . . . .
Chronic unemployment. . . . .
Crime . . . .

16. Child's general physical condition (as determined by parents): **Check**

Negative . . . . .
Positive . . . . . x after tonsils removed

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. . .	x	very energetic
Other	x	studious

18. Family dominance: **Check**

Father . . . .
Mother . . . .
Mutual x

19. Gary Redevelopment Commission Neighborhood Number 18

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

While Mr. and Mrs. Sams were not aware that their child participated in the social studies program, they did not hesitate in responding to question #20. They said they believed the unit on the American Negro studied in the fourth grade was worthwhile. Negro History they said is a part of American History, and American History is not complete without its inclusion. They thought the unit was beneficial to both races of children. It could serve to create a better understanding of each race for the other. Knowing accomplishments of Negroes and their contributions to history would change the stereotype thinking of Negro children by white children and help eliminate the inferiority feeling of some Negro children, said Mrs. Sams. Mr. Sams concurred. They said they were pleased that Rachel was included in the program.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive . . . . ____
Extremely guarded and defensive. . . _x_

This interview involved both the stepfather and mother of Rachel Devoe. At the beginning of the interview, both parents appeared suspicious and guarded with their answers. Neither parent was aware that their daughter participated in any special social studies program during the 1966-67 school year. Also, they denied, in the beginning, that they received a letter indicating that this visit would be made. Later, Mrs. Sams said she did receive the letter. Question #5, Religious Affiliation, perhaps, caused them the greatest concern. Mr. Sams said they were Protestant but did not name a church. Both agreed that they attended church routinely. They became more conversant at question #7 - Chief family recreation. There was a new piano in the living room they said Rachel was learning to play. Without hesitation, they enumerated the other recreation activities in which the entire family participated.

Mrs. Sams did answer questions but her husband was usually first with the answers. Both agreed that he was the chief disciplinarian and indicated that he employed corporal punishment rarely. He said - "I use talk more than the strap". This family appeared to be in social class level IV. Mrs. Sams said she is a college graduate and is a librarian at Western School. Mr. Sams said he had high school training and is a skilled worker (Craneman) at Sand City Steel Mill. This family appeared self-centered and to enjoy their recreation together. During this interview, Mr. Sam's discipline seemed effective as the children played quietly in another room and did not stop their activities when I peeked in at them.

This home is situated in the Brunswick Area. It is a six-room structure, about 10 years old, built on a concrete slab. This is a two-car family and there is a two-car garage in the rear. Landscaping was good and well cared for. Mr. and Mrs. Sams said they moved three times the past five years, each time into a better home. They appeared satisfied with this home but not too pleased with its environment. It is situated beside a railroad line and each time a train passed, its rumbling was so distracting that Mr. Sams closed the door and the windows so that we could continue the interview. They said they enjoyed normal family life with healthy children and no unusual tensions. However, Rachel's health was not good but it is better now that her tonsils have been removed. She was described as very active, studious, and energetic. They seemed happy to report that her school achievement was a little above average. Mr. and Mrs. Sams said that family dominance was mutual but from this interview, it appeared that Mr Sams was the dominant force in the family.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Robert Harrington	10-23-57	Urban, Indiana	Lakeview
2.	Name of Father	Birthdate	Birth Place	Occupation
	William Harrington	1-8-31	Rural, Kansas	Engineer
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Joyce Harrington	10-30-37	Urban, Indiana	Housewife

4. Birth Place of Grandparents Missouri

5. Religious Affiliation Presbyterian
Name of Church

Degree of Attendance	Check
Rarely . . .	
Routinely.	
Regularly.	x

6. No Church affiliation ______

7. Chief family recreation: Bowling, swimming, and taking trips to Florida

8.

Discipline	Check
Chiefly mother	
" father	x
both	

Corporal Punishment:	Check
Rarely	x
Routinely. . .	

9. Social Class Level:

	Check
I	
II	x
III	
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Sue Harrington	F	10-21-63	Nursery
James Joseph Harrington	M	2-13-65	None

11. Ethnic Background:

	Check
Caucasian . .	x
Negro	
Mexican . . .	
Puerto Rican.	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years None

14. Family interest in School:

Degree of Interest:	Check
High	x
Average. . .	
None	

Knows school subjects Yes

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism		NONE
Mental Illness . . .		
Chronic unemployment.		
Crime		
Other		

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness . .		
Other		

18. Family Dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 12

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The boy was very happy about the project and he was enthusiastic about the program. He found it very interesting and he actually did two projects in his class. Robert wrote and prepared projects on two famous Negroes. Mrs. Harrington stated that her son was so interested that he asked and obtained the help of their maid in obtaining information about Negroes which he had not been able to get in the textbooks. The Harringtons were thrilled to have had their child participating in such a program. The mother felt that the knowledge gained would be very helpful in her son's future relationships in the world.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

The Harringtons live in a nice residential section of the city where they occupy a spacious six room apartment that is expensively furnished. The family consists of Mr. Harrington, 36; Mrs. Harrington, 30; Sue, 4; James, 2; and the student, Robert, who is ten years old. Mr. Harrington is the assistant to the President of Experimental Engineers, Inc., in Chicago. He earns twenty thousand dollars or more each year. They are renting their present living quarters, but they own a home in Florida where they go very often. Before moving to Gary, they lived in Lake Forest, Ill. Mr. Harrington found that it was too difficult to commute to Chicago from Lake Forest, so they moved to Gary.

This is a family wherein the father is the dominant figure and the mother is proud of the "Boss" as she calls him. They live by quite high standards. The family clothing, automobiles and furniture are all expensive. Mrs. Harrington attends Indiana University where she is a senior. She has a maid to help with household chores, and the care of the children. The family often bowls and swims together. There seems to be very healthy family relationships in this home. The mother was the one interviewed, and she appeared to be very happy with her family life. She seemed quite willing to assist us by being very cooperative.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of student	Birthdate	Birth Place	Present School
	Ralph Downs	7-23-56	Urban Indiana	Iroquois
2.	Name of Father	Birthdate	Birth Place	Occupation
	Harry Downs	11-30-17	Urban, Penn.	Office Manager Mason Company
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Carolyn Downs	3-31-17	Urban Indiana	Housewife

4. Birth Place of Grandparents Paternal, Penn.; Maternal (grandfather) Ind. (grandmother) Ill.

5. Religious Affiliation Methodist Church

6. No Church Affiliation ______

Degree of attendence

	Check
Rarely	
Routinely. . .	
Regularly. . .	x

7. Chief family recreation: Camping, tent or trailer; outdoor sports, visits to museums

8. Discipline

	Check
Chiefly mother. .	
" father. .	x
both. . .	

Corporal Punishment:

	Check
Rarely . . .	x
Routinely. .	

9. Social Class Level:

	Check
I	
II	x
III	
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Sarah Downs Kaminsky	F	8-16-37	High School--Ins. Train.
Doris Downs Carneige	F	8-12-43	High School--IBM Training
Rose Downs Morison	F	5-6-49	High School--Eve. School
Harry Downs, Jr.	M	1-26-55	Grade 6--Iroquois
Bruce Downs	M	7-9-60	Grade 2--Iroquois

11. Ethnic Background: Check

Caucasian x
Negro . . . . ____
Mexican . . . . ____
Puerto Rican . . . . ____
Other . . . . ____

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years None--Same home 16+ yrs.

14. Family Interest in School: Degree of Interest: Check

High x
Average . . . . . . ____
None . . . . ____

Knows school subjects yes

15. Unusual family tensions: Check

Death . . . . ____
Divorce . . . . ____
Abandonment . . . . ____
Alcoholism . . . . ____
Mental Illness . . . . . . ____
Chronic unemployment . . ____
Crime . . . . ____
Other . . . . x Maternal Grandmother - Financially dependent - Ill Matriarchal

16. Child's general physical condition (as determined by parents):

Check

Negative . . . . ____
Positive . . . . x Age 2 - Eye and Ear Injury
Surgery - Eye - Age 2
Surgery - Ear - Age 6

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		None

18. Family dominance: Check

Father x
Mother . . . . ____
Mutual . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 44

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Ralph is the quiet one among the three boys in this family. The parents were aware of the fact that Ralph was studying a unit on the American Negro in social studies last year; but he only discussed this subject very occasionally at home. Ralph expressed great concern over the cruel treatment of Negro slaves. He felt so sorry for them because "they couldn't help it that they were slaves." At the same time he made a real point of expressing his feelings of friendship with a Negro boy in his class.

Under my questioning Ralph remembered much of the content of this study. He was especially intrigued with the stories of the underground railroad and the people who helped individual slaves escape. Ralph also thinks that it is great that "Abraham Lincoln freed the slaves." Although the only name he was able to recall was that of George Washington Carver, he was impressed with the number of Negroes who had done important things and are among the famous persons of America. Ralph said that he liked this unit of study very much.

His parents were especially glad that Ralph had had this opportunity for unbiased study of the American Negro in school for two special reasons. They have strong religious convictions that all people are created equal under God and that we are all members of the family of God and should treat each other so. They felt that this study pointed this up from a secular point of view - strengthening their religious position. And, in recent years, this family has had three unfortunate experiences with Negroes. The Mother's teenaged nephew was beaten up by a gang of Negro boys, resulting in hospitalization over a long period of time. Ralph's mother and her neighbor were "crudely propositioned" by "a carload of older Negro youth" while the women were working in their own front yards in broad daylight. When the father found it necessary to fire a Negro worker in his plant, his life was actually threatened by the worker's Negro associates. Although the Downs family suffered greatly from fear, they tried to make it clear to the children that they feared people who would commit such crimes and not the particular race of persons involved. The parents feel that this study of the American Negro was a great help to Ralph in the light of these family experiences.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation:

	Check
Open	x
At times resistive	
Extremely guarded and defensive	

This seems to be a fine family.

Their spacious, brick home on a corner across the street from a cemetery is clean, comfortable and cheerful with a lived-in appearance. This is a well-ordered household. The children are natural, happy, helpful and unusually well-disciplined. The family members were all neatly and attractively dressed, well-groomed and pleasant.

The father is both a big man and a quiet man - unmistakably the highly respected and loved head of his family. He is a college graduate and, during his career, three times he has been honored nationally. He has written two papers in relation to his work, and he is currently working on a paper which is to be used as a textbook. He reads extensively in his own field of interest. Mr. Downs is a family man, and he spends as much time as possible with his family individually and as a group.

The mother is actively interested in religion - learning and teaching all the time through her church. Her formal education ended with graduation from Blakemore High School in Gary; but she has never stopped studying.

The entire family is primarily interested in religion, education and the outdoor life.

The three married daughters live nearby--visiting home frequently. Mr. and Mrs. Downs are vitally interested in their three married daughters, their three sons-in-law, their seven grandchildren, and their three sons.

This family apparently spends a great deal of time together at home, at the church and in outdoor activities, such as sports participation, hunting, fishing, hiking, camping, etc. They all seem to be very interested in one another.

Ralph's older brother Harry, whom they call "Butch", is very outgoing and aggressive. He was quite disappointed that he had not had this unit on the American Negro so that he could be interviewed also. Naturally he was included and he seemed very interested in my visit with the family. I relate this as an example of the genuine interest of the family in everything that is going on.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Penny Samuels	5-6-57	Urban Indiana	Eagledale
2.	Name of Father	Birthdate	Birth Place	Occupation
	John Samuels	10-24-35	Rural Indiana	Machinist
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Marilyn Samuels	6-25-36	Urban Indiana	Secretary

4. Birth Place of Grandparents Paternal - Indiana Maternal - Grandfather, Illinois; Grandmother, Indiana

5. Religious Affiliation Lutheran
Name of Church

Degree of Attendance	Check
Rarely	x
Routinely. . .	
Regularly. . .	x Penny

6. No church affiliation ________

7. Chief Family Recreation Swimming, Camping, Bowling

8.

Discipline	Check
Chiefly mother . .	
" father . .	x
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely. . .	

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Robert Samuels	M	1-15-60	Grade 2 - Eagledale

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican.	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years None - own home

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average.	
None	

Knows school subjects yes

15. Unusual family tensions: None

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems: None

	Check	Describe
Phobias		
Patterns of extreme Discouragement or Apathy.		
Aggressiveness. . . .		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 6

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Although Mr. Samuels had helped Penny look up material for special reports in their encyclopedia, one on George Washington Carver in particular, they had not discussed this unit of study in any detail. On the other hand, Penny had talked over the unit with her mother from time to time. Mrs. Samuels, who had graduated from a Gary high school which was interracial even then, was very pleased to learn that "the Negro race had really done many significant things." She found the study "enlightening."

Penny recalled very little of the content of the course until she located her textbooks. Then she discussed the fine things Negroes had done in the past. She seemingly had not retained much specific information, but she did have a good, broad idea of the unit of study.

Inasmuch as they live in a "changing neighborhood" and she attends a school of various ethnic groups, the parents were both very pleased that she had had this opportunity for study of the American Negro.

On Halloween she and her mother went "Trick or Treating" with other parents and children. They were jumped by a group of Negro teenagers who took a purse from one mother and Penny's bag of treats. Although her brother shared his sweets with her, Penny was very disappointed. The Samuels expressed great appreciation that their daughter had had this course of study to offset some of her experiences of "roughness and violence" from the Negro race.

Because both of these parents have made good friends who are Negroes, they are anxious for their children to enjoy similar friendships. They think this unit, taught in school, makes a good "foundation of understanding and appreciation of the Negro race" to help create valuable fellowship with Negro children for their children.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

The Samuels family lives in an old section of the city. Most of their neighbors have lived in their present homes for thirty years or more. There are now a few Mexican, Puerto Rican and Negro families living on their block. The homes are older and rather unattractive.

However, the interior of the Samuels' home is a delightful surprise. The walls are beautifully panelled, the furniture is utilitarian and pretty, and everything is clean and in good order. They plan to sell this home and build in Lowell within a few years.

The father is of Scotch descent, and he was reared in a small town.

The mother's father was Spanish and her mother was Irish. She was born and grew up in Gary. She feels that Gary is a fine city and has been good to her and her family.

Mr. Samuels is a solid, hard-working and rather quiet man. Mrs. Samuels is stable and yet very vivacious. Their children are central in their lives. They both work in order to provide for them well and plan for their future education.

Both the children seem to be carefree and yet well-disciplined. The entire family seems to live very harmoniously.

Penny attends church regularly; but her parents and brother do not. This seems to distress Penny considerably. The mother stated that Penny warns that "if they do not change their ways, they'll go to Hell."

The parents welcomed my visit as an opportunity to discuss their dreams and plans for their children.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Charles Chandler	9-15-57	Urban Indiana	Carson

2.

Name of Father	Birthdate	Birth Place	Occupation
Carl Chandler	8-20-20	Urban Miss.	Inspector - Indiana Electric

3.

Name of Mother	Birthdate	Birth Place	Occupation
Dara Chandler	11-23-26	Urban Miss.	Housewife

4. Birth Place of Grandparents Paternal - Louisiana; Maternal - Mississippi

5. Religious Affiliation Baptist
Name of church

Degree of Attendance — Check
Rarely . . . . . ___
Routinely. . . . ___
Regularly. . . . x

6. No Church affiliation ___

7. Chief family recreation: Interest in football, baseball, card-playing

8. Discipline — Check
Chiefly mother. . ___
" father. . ___
both. . . x

Corporal Punishment: — Check
Rarely x
Routinely. . . . ___

9. Social Class Level: — Check
I . . . . ___
II . . . . ___
III x
IV . . . . ___
V . . . . ___

10. Siblings:

Name	Sex	Birthdate	Education
Sandra Chandler	F	12-14-47	Junior - Utah State Univ.
Martha Chandler	F	4-7-50	Senior - Jefferson High School
Jason Chandler	M	10-13-55	Grade 7 - Jefferson High

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years 1, bought present home - 1964

14. Family Interest in School: Degree of Interest:

	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check	
Death	x	Maternal grandmother - 1966
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic unemployment		
Crime		
Other		

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems: None

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 16

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Chuck's parents were reared and educated in the South. Negro history was part of their school curriculum. They were taught that Negroes did not "drop out of the sky," therefore Mr. and Mrs. Chandler were delighted that their son had this opportunity to learn about the history of his people and to know the reactions of his Caucasian classmates to this history.

Chuck had talked about this course of study a great deal. He was most impressed with the stories of slave families being separated from one another. He kept asking at home about whether or not they ever got back together again. He couldn't believe that anyone would be mean enough to separate members of a family.

He also talked at great length about the important accomplishments of Negroes. He grew very proud of the contribution Negroes have made to American history. His classmates seemed surprised that Negroes had done so much of worth in the past as well as in the present. Chuck has been surrounded with books concerning the accomplishments of people of his race. As a family they are particularly proud of their collection of the poetry of Paul Lawrence Dunbar. However, the Chandlers believe that this course of study in public school did more for Chuck's own appreciation of his heritage than anything that they could have accomplished at home.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

The Chandler family lives in a very attractive, white frame tri-level home in a relatively good neighborhood. The parents are wonderfully proud of their oldest daughter who had the courage and self-confidence to select a predominantly Caucasian college a great distance from home where she has distinguished herself in many areas, both intellectually and socially. They also wanted Chuck to have this opportunity to be among those students who are bussed to a predominantly Caucasian Elementary School. Their other two children have no such desire and attend the school in their own district where there are students of varying ethnic backgrounds.

The parents themselves grew up in a primarily Caucasian, Jewish and Negro Baptist neighborhood. They intermingled with their neighbors happily, but as children they attended Negro schools. The great emphasis in their schools was to "keep clean". As they grew to adolescence there was a silent understanding that the intermingling must cease. They were told to address friends of a lifetime as "Miss Linda" and "Master David"--just because of difference in race. They had found this hard to accept and do.

Mrs. Chandler especially resents that, no matter how old a Negro person is, he or she is always treated as a boy or girl and is never considered "grown up, adult, and mature."

While serving in the Armed Forces, Mr. Chandler decided and was determined to settle in the "North" where "opportunities are greater for colored folk."

The Chandler family visits relatives in Greenville, Mississippi each summer. The children have grown up "enjoying" some of the unusual experiences there, like entering the theatre by a separate door from those entered by Caucasian people, occupying balcony seats, separate drinking fountains, restrooms, etc. As a family they have a keen sense of humor regarding some racial experiences.

They are very active in the church of their choice.

Although they love the South and appreciate their own carefree childhoods there, the Chandlers are thankful that their children have been exposed to broader experiences. They have consciously made a great effort to surround their children with appreciation for their heritage as well as realistic preparation for their futures.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Cheryl Deweese	4-20-57	Urban Indiana	Townsend
2.	Name of Father	Birthdate	Birth Place	Occupation
	Charles Deweese	7-30-17	Rural Ark.	Owns Barbershop
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Margaret Deweese	8-13-28	Urban Indiana	Housewife

4. Birth Place of Grandparents Paternal - Ark. Maternal - Urban Iowa

5. Religious Affiliation Pentecostal
Name of Church

Degree of Attendance — Check
Rarely x
Routinely. . .
Regularly. . .

6. No Church affiliation

7. Chief family recreation: Theatre, Bowling, Television

8. Discipline — Check
Chiefly mother x
father . . . .
both . . . . .

Corporal Punishment — Check
Rarely . . . .
Routinely. x

9. Social Class Level: — Check
I . . . .
II . . . .
III x
IV x
V . . . .

10. Siblings:

Name	Sex	Birthdate	Education
Tuesday Deweese	F	3-15-52	Sunnyside - 10th grade
Maria Deweese	F	7-12-53	Sunnyside - 9th grade
Tracey Deweese	F	1-17-55	Sunnyside - 7th grade
Eric Deweese	M	4-20-57	Townsend -- 5th grade
Connie Deweese	F	11-12-59	Townsend -- 2nd grade
Georgeann Deweese	F	11-28-61	Townsend -- Kindergarten
Amber Deweese	F	9-14-63	Pre-school
Shawna Deweese	F	9-14-63	Pre-school

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years two

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		Likes to participate in all school activities - well-adjusted with siblings.
Other		

18. Family dominance:

	Check	
Father		
Mother	x	Shared when father in home
Mutual		

19. Gary Redevelopment Commission Neighborhood Number 18

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Deweese appeared more resistive in responding to this question than to any other. Our impression of her hesitancy was that she had not given much thought to the values such an inclusion could mean to her children. At first, she said "it's all right"; then, she said "it will let white people know that Negroes have done something worthwhile". I asked what she thought it would do for Negro children. She said that if Negro History is taught as a part of the program, it would help Negro children to know that "they are as good as other children".

I did not pursue this question further as I felt that Mrs. Deweese would say whatever she thought I wanted her to say. She appeared to be a person who had followed the line of least resistance, had given her time and thought to rearing her large family and had not concentrated on social change.

Planned family recreation did not appear to exist in this family. Mrs. Deweese said they do view television together and that the older children bowl and go to the movies. She said there was no money for other activities. The money her husband earns in his mid-town barber shop, she said, is the only income in the family. However, she said, that with care, she has been able to meet their financial obligations. The Deweeses are buying this home.

Mrs. Deweese said she is the chief disciplinarian since she is with the children most of the time; her husband does help when he is in the home on week-ends. This family contains two sets of twins--Cheryl is a twin to Eric and the youngest children, Amber and Shawna, are twins. Cheryl, Mrs. Deweese said, gets along well with her siblings and with the neighborhood children. She though Cheryl was the most aggressive of her children; she wants to be a part of whatever activities her siblings select and takes interest in all school programs. Her health has been good except for colds. Mrs. Deweese said she attends PTA meetings infrequently but her husband hardly ever finds the time. This family appeared between social class level three and four. Mr. Deweese did graduate from Hammond Technical High School, according to Mrs. Deweese, and she said she attended school to the tenth grade. However, it appeared that most family recreation was centered in the home.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive x
Extremely guarded and defensive. . . . ____

Only Mrs. Deweese was available for this interview. Her husband, a barbershop owner, was working at the time. Mrs. Deweese said "he has to work from early to late" to support their family. She emphasized that he is a good man to carry such a responsibility. Because the Deweese's moved in August from 1332 Meharry Street, the address to which we sent the letter, to 1020 Carson Street, she did not know of our pending visit. We secured her correct address from Sunnyside School records of Deweese children and verified the new address at Townsend School. When we introduced ourselves as social workers at Sunnyside School, Mrs. Deweese accepted us immediately as she has three children at Sunnyside.

This home, with three bedrooms, is situated on an undeveloped street in the Brunswick Area. Obviously, it is inadequate for the eleven persons it houses, but, considering that, it was rather neat. The exterior of the nearly square frame house needed paint badly. We saw no landscaping that could have been done since the Deweese's moved in, but the lawn, such as it was, had been cut, and looked about like others in the block. Although Mrs. Deweese said she was ill, she was cordial and attempted to show interest in the interview as she viewed television at the same time. She appeared unaware of the children as they scampered, gleefully, in and out of the room all during the interview.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Anita Cordeza	8-27-56	Puerto Rico	Sunnyside

2.

Name of Father	Birthdate	Birth Place	Occupation
Jose Cordeza	5-9-32	Puerto Rico	Railroad Foreman

3.

Name of Mother	Birthdate	Birth Place	Occupation
Margarita Cordeza	7-15-36	Puerto Rico	Housewife

4. Birth Place of Grandparents Puerto Rico

5. Religious Affiliation Catholic
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . .	x
Regularly. . .	

6. No Church affiliation

7. Chief family recreation Riding, Television

8.

Discipline	Check
Chiefly mother . .	
" father . .	x
both . . .	

Corporal Punishment:	Check
Rarely	
Routinely.	
Sometimes	x

9. Social Class Level:

	Check
I	
II	
III	
IV	
V	x

10 Siblings:

Name	Sex	Birthdate	Education
Carlos Cordeza	M	5-24-59	Sunnyside
Angela Cordeza	F	4-13-60	Sunnyside

11. Ethnic Background:

	Check
Caucasian	
Negro	
Mexican	
Puerto Rican	x
Other	

12. Language spoken in the home Spanish

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects no

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 14

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

According to Mrs. Cordeza, she did not remember her daughter talking about this unit at all.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . . . ____

Mr. and Mrs. Cordeza and their 3 children reside in Ivanhoe Gardens Housing Project. Mr. Cordeza was at work at the time of the interview. Mrs. Cordeza stated that she likes living in Gary, but sometimes misses her native land (Puerto Rico). She feels that her children are learning many new things, which will help them in the future.

The family apparently is closely-knit, yet maintains strong ties with their native Puerto Rico, and continues to speak Spanish in their home. It is quite apparent that the father is the dominant figure in the home, as my interview had to have the approval of Mr. Cordeza first.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Juan Sanchez	9-12-57	Urban Indiana	Hill
2.	Name of Father	Birthdate	Birth Place	Occupation
	Juan Sanchez	6-20-30	Puerto Rico	Heavy Equip. Oper. Southern Steel
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Cara Sanchez	8-28-33	Puerto Rico	Housewife

4. Birth Place of Grandparents Puerto Rico

5. Religious Affiliation Catholic
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . . .	
Regularly. . . .	x

6. No Church affiliation

7. Chief family recreation: Television and Games

8.

Discipline	Check
Chiefly mother . . .	
" father . . .	
both	x

Corporal Punishment:	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Cristina Sanchez	F	10-12-56	Hill
Carmen Sanchez	F	3-20-60	Roosevelt
Tina Sanchez	F	3-02-61	Roosevelt

11. Ethnic Background:

	Check
Caucasian	
Negro	
Mexican	
Puerto Rican	x
Other	

12. Language spoken in the home Spanish and English

13. Mobility of Family -- Times moved in last five years none

14. Family Interest is School: Degree of Interest:

	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 22

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

When I asked about the unit in the social studies class, the parents seemed a little startled. They had to think for a few minutes and the mother spoke to Juan. When the boy remembered the subject, Mr. Sanchez said that he thought such a unit to be a good thing. The boy talked about the course and it seemed that he could barely remember it. He stated that he studied about slavery and he wrote a paper. He attended Harold school at the time. His teacher never returned his paper. Juan said that he also studied about "Moses". Mr. Sanchez felt that it is a good thing for children to learn about all races and nationalities. He pointed out that he felt that such material should constantly be taught in the class room.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive x
Extremely guarded and defensive. . . ____

The Sanchez family resides in an area where blight has set in. The homes are large and old. The Sanchez home is one of brick siding and it has about eight rooms. The family consists of the two adults, Juan and his three sisters. Mr. Sanchez is a heavy equipment operator for Southern Steel. He has worked there seventeen years, ever since he came to this country from Puerto Rico. He earns about eight thousand dollars a year. Mrs. Sanchez does not work. They are buying the home in which they live. They have lived in this home for five years. Mr. Sanchez finished the 7th grade in school and his wife went through the 11th grade in school. Before moving to Van Buren Street the family lived on Scott.

It is evident that the father is the dominant figure in this family although he states that the head of the household is shared. The family lives by low moderate standards. The furniture is of average quality and the housekeeping standards were good. The father and mother do not belong to any civic or social clubs. The family seems happy and well-adjusted to each other. When questioned about aspirations for the children, Mr. Sanchez said that he wanted them to be what ever they chose to be. He said that he would send them to school as long as they would go. Juan wants to become a detective and some of the girls want to become teachers. The family gets along with the neighbors and they seem well-adjusted in the community. Mrs. Sanchez states that she wants her children to grow up to be good Americans. It seemed to me that at times the adults were using the language barrier as a resistive measure, but by the time our interview had terminated they seemed to be cooperative.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Robert Stanford	9-23-54	Urban Indiana	Hoover
2.	Name of Father	Birthdate	Birth Place	Occupation
	Carl Stanford	Unknown	Urban Indiana	Unemployed
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Marilyn Stanford	11-11-34	Rural Miss.	Unemployed

4. Birth Place of Grandparents Rural Miss.

5. Religious Affiliation Baptist
Name of Church

Degree of Attendance — Check
Rarely . . . . . . ____
Routinely. x

6. No Church affiliation ______________

7. Chief family recreation: Looking at television

8. Discipline — Check
Chiefly mother . . x (grandmother)
" father . . ____
both . . . ____

Corporal Punishment: — Check
Rarely . . . . . ____
Routinely. . . . x

9. Social Class Level: — Check
I . . . . ____
II . . . . ____
III . . . . ____
IV . . . . ____
V x

10. Siblings:

Name	Sex	Birthdate	Education
Robin Stanford	F	2-12-52	Edgelea
Darla Stanford	F	4-20-53	Lakeview
Julie Stanford	F	7-14-61	Hoover

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects No

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	x
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check	
Father		
Mother	x	(grandmother)
Mutual		

19. Gary Redevelopment Commission Neighborhood Number 14

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Vera Conn, grandmother to Robert, did not remember discussing the unit on "The American Negro" with her grandson. However, she stated that she thought all children should know something about the achievements of the American Negro.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open. x
At times resistive. . . . . ____
Extremely guarded and defensive . . ____

Robert and his siblings have always lived with their maternal grandmother. At one time both their parents were in the home, but there was constant conflict and unemployment. At the present time both parents are out of the home, due to incarceration. Mrs. Conn is a recent widow, who tries to do the best she can for her grandchildren. She hopes to have her daughter back in the home one day, and she hopes she will become a more stable person. Mrs. Conn is elderly and not too well physically, but she is trying very hard to provide a good home for her grandchildren. Some financial assistance is given through the County Department of Public Welfare plus her own Social Security benefits.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Marlina Velazquez	7-20-56	Urban Indiana	Lakeside
2.	Name of Father	Birthdate	Birth Place	Occupation
	David Velazquez	6-23-23	Mexico City	Heavy Equip. Oper.
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Juanita Velazquez	2-12-26	Urban Indiana	Housewife

4. Birth Place of Grandparents Mexico City, Mexico

5. Religious Affiliation Holy Angels
Name of church

Degree of Attendance	Check
Rarely	
Routinely. . .	
Regularly. . .	x

6. No Church affiliation

7. Chief family recreation: They watch television together and sometimes they all go to the Park together

8.

Discipline	Check
Chiefly mother . . .	x
" father . . .	
both	

Corporal Punishment:	Check
Rarely	
Routinely. . . .	x

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
David Velazquez, Jr.	M	9-12-50	11th grade Hoover
Carolina Velazquez	F	7-20-51	11th grade Hoover
Roberta Valezquez	F	7-26-57	5th grade Lakeside
Ruth Velazquez	F	9-8-60	2nd grade Lakeside
Edward Velazquez	M	12-23-62	Pre-school

11. Ethnic Background:

	Check
Caucasian	
Negro	
Mexican	x
Puerto Rican	
Other	

12. Language spoken in the home English and Spanish

13. Mobility of Family - times moved in last five years once

14. Family interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressivemess		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 21

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to make to the study?

Mr. and Mrs. Velazquez thought that it was nice to have "kids" to study about people from all races and religions. During my visit to the home I was able to talk to Marlina and she said that she was very happy to learn about Negro people and their life in the United States. I was informed that Marlina did a project on Willie Mays and Jackie Robinson. The parents thought that the lives of these two men were interesting. The student said that she also read and studied a lot about slaves in the United States. She said that she was surprised to learn that a Negro was in the group of Americans who first went to the North Pole. All in all, the entire family had a lot to learn about the Negro. Mr. Velazquez felt that he would have never learned such things about the Negro if it had not been for the fact that this child was taking this course.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . ____

The Velazquez family consists of six children and the two parents. The family lives in a nice residential section of Gary. The home is a good looking six-room red brick. The furniture is of average quality and the housekeeping standards were excellent. Mr. Velazquez is a crane operator for Indiana Steel, and he earns about seven thousand dollars per year. His wife is unemployed. The father was born and reared in Mexico City where he finished the seventh grade. Mrs. Velazquez was born and reared in East Chicago where she finished the 11th grade in the Catholic School System. Before moving to Gary this family resided in East Chicago. They felt that housing was better in Gary so they started purchasing their present home three years ago.

This is a family in which the father is the head of the household and where the man makes the big decisions. Most of the family activity is centered in the home. There seem to be very good family relationships existing in this home.

The family is rather religious and very concerned about treating their fellow man in a Christian manner. The family is well-clothed and well-fed. They have an inexpensive automobile which the father says is the best that he can afford. Each family member has a chore or responsibility for a certain thing. The adults do not belong to any community or civic clubs or organizations. Both parents are very interested in the schools and they go to visit the schools when they are called upon for conferences and special events. Family recreation is limited according to the father because there is a shortage of money in the home. Certain evenings of the week the entire family looks at television together. Mr. Velazquez bowls once in awhile when his Labor Union pays for this recreation. He is on a labor union team. The father did most of the talking during my visit and once in awhile he invited his wife and Marlina to explain things. He pointed out that they get along very well with their neighbors and the community as a whole. I was impressed with this father's aspirations for his children. He wanted them all to go to school as far as their "brain would take them." He thought that it was a shame for high school kids to quit school and go to work. He told me that if his son or daughter quits school he would like for them to get a job that was so hard that they would want to return to school instead of working. I was informed that Mr. Velazquez has been in the United States 23 years. I noticed that they seemed to have adjusted to American culture very well and they seem to a family most people would be proud to live next to.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Janet Anderson	6-5-57	Urban Indiana	Harrison
2.	Name of Father	Birthdate	Birth Place	Occupation
	William Anderson	Refused	Tennessee	Civil Eng.
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Jennifer Anderson	Refused	Illinois	Housewife

4. Birth Place of Grandparents United States

5. Religious Affiliation Protestant
Name of Church
(Different Churches)

Degree of Attendance	Check
Rarely	
Routinely	x
Regularly	

6. No Church affiliation

7. Chief family recreation: Camping during the summer, Picnicing, Watching television.

8. Discipline

Discipline	Check
Chiefly mother	
" father	
both	x

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Social Class Level

Social Class Level	Check
I	
II	
III	x
IV	
V	

10. Siblings

Name	Sex	Birthdate	Education
Jessica Anderson	F	9-4-58	3rd Grade
Robin Anderson	F	7-23-59	2nd Grade
Stephanie Anderson	F	9-28-63	Pre-school
Douglas Anderson	M	11-14-65	Pre-school

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School: Degree of Interest

	Check
High	x
Average	
None	

Knows school subjects Social studies, all studies

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic unemployment		
Crime		
Other	x	Children's academic progress

16. Child's general psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 47

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The parents state that the unit studied on the American Negro was a nice unit although it was quite short in length of study and material content. The parents were not against the teaching of this unit and at the beginning thought the unit had always been part of the curriculum. They feel this unit should be expanded and retained as part of the social studies program.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . .____
At times resistive . . . . .__x__
Extremely guarded and defensive. . . . . . .____

This family unit appears to be an average middle-class family unit who is interested in the progress of the children. Both parents are very concerned with their child Janet due to the lack of self-confidence. This child is a very shy child and is fairly low academically. She has shown some improvement the past year, but she is still at a low level. She is a pleasing type of child. The parents are quite concerned over the results of the past election, but feel that the situation within the city must improve because it cannot get any lower politically. The father believes in education and is striving to provide some type of advanced education for his children. The mother is a housewife and at times appears to be overwhelmed due to three children in school and two pre-schoolers. The father is a professional man and is in the process of buying his home. The family is a stable family unit and they have not moved in the last five years.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Sharon Thomas	8-4-56	Urban Indiana	Carleton

2.

Name of Father	Birthdate	Birth Place	Occupation
John Thomas	12-11-21	Mississippi	Unemployed

3.

Name of Mother	Birthdate	Birth Place	Occupation
Myrna Thomas	5-23-26	Tennessee	Housewife

4. Birth Place of Grandparents Mississippi

5. Religious Affiliation Baptist
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . . .	
Regularly. . . .	x

6. No Church affiliation ____

7. Chief family recreation: Listening to records, playing Monopoly, and Card Games

8.

Discipline	Check
Chiefly mother . . .	x
" father . . .	
both	

Corporal Punishment:	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	
IV	
V	x

10. Siblings:

Name	Sex	Birthdate	Education
Donald Thomas	M	5-23-43	11th Grade - drop-out
Nancy Thomas	F	8-3-46	Graduated from Carleton
Joseph Thomas	M	1-4-48	11th Grade - drop-out
Stanley Thomas	M	3-12-49	11th Grade - drop-out
Lena Thomas	F	10-23-54	Grade 7
Rene Thomas	F	8-16-60	Grade 2
Ralph Thomas	M	10-11-51	Grade 9

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects Partially

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic unemployment	x	
Crime		
Other	x	Father's physical incapacitation.

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		none
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 6

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mr. and Mrs. Thomas, who described Sharon as being slow in her school work, knew that Sharon's fourth grade class had studied a unit on the American Negro because Sharon had talked about this at home. Mrs. Thomas felt that Sharon had seemed more interested in this than in some of her other school work and that it was "a good idea". Mrs. Thomas said that some of her children feel that they are not treated fairly at school because they are Negro. She said that her children often complain about things that happen at school and often make reference to unfairness on the part of the teacher. Mrs. Thomas said that when her children attended "all Negro" schools they were "chosen to be in plays", etc., but that at Carleton Elementary School they seldom have such opportunities. She said that she has sometimes thought that she would prefer to have her children attend an all-Negro school, but that "I guess that would be going backward". Mrs. Thomas felt that some teachers do not treat Negro children fairly and said that she usually does not "say anything about it" because she does not want "to make a big thing of it". She agreed with the social worker that such feelings may lead to a child's dislike of school, poor school attendance, etc.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive . . . . _x_
Extremely guarded and defensive. . . . . ____

Mr. and Mrs. Thomas were interviewed in their home. They are buying their adequate, but small home where they have lived since 1955. Family income is from Aid to Dependent Children for which they are eligible on the basis of Mr. Thomas' physical incapacitation as a result of rheumatoid arthritis. Mrs. Thomas seemed to be a somewhat hostile, aggressive woman who is clearly the more dominant parent. She described herself as having a "heart condition".

The Thomas children have a history of poor school attendance. For example, during the 66-67 school year, Rene was absent 84 days, Lena was absent 30½ days, Sharon was absent 15 days and Ralph was absent 22 days. Eighteen-year-old Stanley became a father on 4-31-66 and his illegitimate child, Tonna, lives with the Thomas family. Stanley was withdrawn from school as a result of this. He attended evening classes for a few weeks but soon quit. He quit his job at Indiana Steel, where he worked for about five months, because it was "too hot" and "too hard on my health".

Both Mr. and Mrs. Thomas display interest in and concern about their children's school experience, but their own somewhat negative attitude toward the school is surely conveyed to the children. They apparently are permissive in allowing the children to remain out of school frequently.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Rolland Whaley	9-21-56	Urban Indiana	Carson
2.	Name of Father	Birthdate	Birth Place	Occupation
	Carl Whaley	2-21-27	Rural Indiana	Self-employed
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Martha Whaley	3-24-30	Urban Indiana	Housewife

4. Birth Place of Grandparents United States

5. Religious Affiliation Catholic
Name of Church

Degree of Attendance	Check
Rarely	
Routinely	x
Regularly	

6. No Church affiliation ____________

7. Chief family recreation: Taking the family for short rides, Outdoor sports with children, Cooking out during summer.

8. Discipline

	Check
Chiefly mother	
" father	x
both	

Corporal Punishment:

	Check
Rarely	x
Routinely	

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Carl Whaley, Jr.	M	10-23-49	High School Grad.
Charlene Whaley	F	3-14-53	Jr. High School

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects Average

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic unemployment		
Crime		
Other	x	Concerned about boy's emotional problems.

16. Child's general physical condition (as determined by parents):

	Check
Negative	x
Positive	

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other	x	Short attention span, classroom behavior problem

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 47

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The unit on Negro culture was not too impressive. The parents thought that this unit had always been part of the social studies program. They were quite adamant toward the section on the American Negro and felt they could "take it or leave it". In fact they were very indifferent.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive . . . . __x__
Extremely guarded and defensive. . . . ____

This family unit is an average middle class family whose convictions are not too solid. The father is the owner of a tavern and is usually out of the home during the evening period. The majority of discipline is held in abeyance until the father can handle it. The mother is quite passive towards the children and toward her role as a housewife. The election that is forthcoming has caused many varied feelings toward the Negro at this time. Apparently the father hears many versions at his tavern and he is quite confused as to the total situation that will result when the election is over. Robert is the youngest of the siblings and is plagued with many emotional problems. His attention-span is very short, thereby causing severe behavior problems within the classroom setting. It appears that this family is more anti-Negro than pro-Negro.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Charles Nelson	5-10-57	Urban Indiana	McClellan

2.

Name of Father	Birthdate	Birth Place	Occupation
George Nelson	6-12-37	Urban Indiana	Salesman

3.

Name of Mother	Birthdate	Birth Place	Occupation
Barbara Nelson	11-21-37	Rural Illinois	School Matron

4. Birth Place of Grandparents United States

5. Religious Affiliation Protestant
Name of Church

(No particular Church)

Degree of Attendance — Check
Rarely x
Routinely. . . ____
Regularly. . . ____

6. No Church affiliation ____

7. Chief family recreation: Planning vacations to be taken in the summer. Outdoor sports and activities of all types.

8. Discipline — Check
Chiefly mother . . ____
" father . . ____
both . . . x

Corporal Punishment: — Check
Rarely x
Routinely. . . . . . ____

9. Social Class Level: — Check
I . . . . ____
II . . . . ____
III x
IV . . . . ____
V . . . . ____

10. Siblings:

Name	Sex	Birthdate	Education
James Nelson	M	4-26-58	3rd Grade
Carl Nelson	M	7-23-59	2nd Grade

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican.	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average.	
None	

Knows school subjects below average

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism.		
Mental Illness.		
Chronic unemployment.		
Crime		
Other	x	Concern about job advance and security

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.	x	The boy lacks initiative, poor work habits, non-achiever.
Aggressiveness. . . .		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 43

J-113

20. As part of the social studies program, your child studies a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The parents were very pleased with the unit on the American Negro. They did not know whether the unit was complete, comprehensive or to the point, but they thought it was beneficial that their children know something about the Negro background because of the large percent of Negroes in this city. They feel that more should be given in the curriculum regarding not only the Negro race but other ethnic groups.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

This family unit is fairly cohesive. They have just started to raise their family. This boy is the oldest of the siblings and the parents feel that he should receive all the background regarding all ethnic groups that is obtainable. The father works in the urban section of town and is in contact with the Negro the majority of the working day, while the mother is a matron in the school setting and is exposed to the problems of the Negro and the many facets of integration. There does not appear to be any type of racism displayed in the home although racism is a much discussed problem at this time. These people are most interested in the welfare of their children and are teaching them how to "live" with other ethnic groups.

FAMILY INTERVIEW GUIDE SHEET

	Name of Student	Birthdate	Birth Place	Present School
1.	Carla Sims	11-14-57	Urban Indiana	Clay

	Name of Father	Birthdate	Birth Place	Occupation
2.	Adrian Sims, Sr.	10-5-18	Urban Illinois	Shipping Clerk

	Name of Mother	Birthdate	Birth Place	Occupation
3.	Charlotte Sims	3-14-22	Rural Ala.	Cashier - Grocery Store

4. Birth Place of Grandparents Paternal - Illinois; Maternal - Unknown

5. Religious Affiliation Episcopal
Name of Church

Degree of Attendance	Check
Rarely	
Routinely	
Regularly	x

(But not Mr. Sims)

6. No Church affiliation

7. Chief family recreation: Most recreation is enjoyed separately

8.

Discipline	Check
Chiefly mother	
" father	
both	x

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Adrian Sims, Jr.	M	16 years	11th grade - Carnegie
Charles Sims	M	15 years	10th grade - Carnegie
James Sims	M	13 years	8th grade - Carnegie

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check	
High		
Average	x	Mother
None	x	Father

Knows school subjects (see Summary)

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 21

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mr. Sims was very excited about the program. He wanted to know all about it. He strongly voiced his approval. He felt that it was a long time coming. It was his opinion that part of society's problems stemmed from the fact that different peoples knew too little about each other.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . . . . ____

The Sims residence is a small one-story house located in a reasonably neat neighborhood. Most of the homes are small and in the "low-price range". Some of the surrounding homes are part of a public housing project. The Sims, however, are buying this home.

The interior of the home is modestly furnished and in fairly good order and repair. Numerous pictures of various family members are in evidence.

Mr. Sims was interviewed alone. He greeted this writer very warmly. In terms of personality, Mr. Sims was a very jovial person, laughing loudly and frequently. He was very open throughout the interview.

He readily admitted that he never attends religious services. He stated that his own mother pushed the issue so much that he developed a dislike for it. However, he indicated that his wife and children attend quite regularly.

Mr. Sims stated that the only thing they do together is watch television. He added that he simply does not make enough money to go places. In addition, the Sims do not own a car. Mr. Sims rides to work each day with a fellow worker.

Mr. Sims is employed by Johnson-Hill in East Chicago. This is a factory that specializes in the manufacturing of gear, fittings, etc. He describes his job as a shipping clerk. He has now worked there for 12 consecutive years. It was quite apparent from Mr. Sims' remarks that the family is just getting by. He stated that he would like nothing better than to purchase memberships for his children in the new Y.M.C.A. but cannot afford it. He was still able to maintain his jovial exterior.

He felt that the aspect of discipline was rather evenly divided. He remarked, however, that discipline was administered at the time of the offense by whomever was present at the time. Corporal punishment was seen as a rarity. It was his feeling that the children were too big, especially the boys.

Adrian, Jr was described by his father as a well-behaved boy. He proudly pointed out a trophy and certificate that he had recently received for his meritorious service as a paperboy. Adrian does average work in school but is experiencing much difficulty with math. Charles is more athletically inclined and is presently a member of the basketball team. He had also won trophies as a member of a first place Little League team. His father feels that eligibility for athletics helps to motivate him. James is also having difficulty in math. The day after this interview Mrs. Sims called to find out more about the program and also how she could arrange to see Adrian and James' guidance counselors.

As mentioned on the questionaire, the Sims have moved once in the past five years. That move, however, was rather significant. It involved their moving from a housing project to a home that they are purchasing.

Mr. Sims admitted his laxity in regard to his interest in school activities. He stated that his wife attended when she could get a ride with friends. With regard to the parents knowledge of subjects, Mr. Sims was under the impression that parents were not to help their children. He felt that the teacher's methods would be in conflict with the parents resulting in confusion. In conclusion, this family does not appear to be experiencing any serious problems other than very close financial straits. None of the children have demonstrated physical or psycho-social problems. Mr. Sims; steady work record speaks for itself. Mrs. Sims most assuredly is working out of necessity. The absence of a car may be construed as an indication of greater concern for family needs than convenience. In view of the general picture, Mr. Simms' jovial disposition was commendable.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Sharon Gould	1-14-57	Urban Indiana	Kennedy
2.	Name of Father	Birthdate	Birth Place	Occupation
	Thomas Gould	9-12-35	Missouri	Janitor
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Mary Gould	2-21-33	Urban Indiana	Part-time Sec'y

4. Birth Place of Grandparents Poland and U.S.

5. Religious Affiliation Holy Family
Name of Church

Degree of Attendance	Check
Rarely	
Routinely. . .	x
Regularly. . .	

6. No Church affiliation__________

7. Chief family recreation: Takes vacations together, Outdoor activities, Watch television

8. Discipline

Discipline	Check
Chiefly mother . .	x
" father . .	
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely. . . .	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
David Gould	M	11-7-56	5th Grade
Lee Gould	F	9-20-63	Pre-schooler
Donna Gould	F	7-13-65	Pre-schooler

11. Ethnic Background: Check

Caucasian x
Negro . . . . ____
Mexican . . . . ____
Puerto Rican. . . . . . . ____
Other . . . . ____

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years 3 times

14. Family Interest in School: Degree of Interest: Check

High x
Average. . . . . ____
None . . . . ____

Knows school subjects Very well

15. Unusual family tensions: Check

Death . . . . ____
Divorce . . . . x Past divorce - Mother's 2nd marriage
Alcoholism. . . . . ____
Abandonment . . . . ____
Mental Illness. . . . . ____
Chronic unemployment. . . . . . . ____
Crime . . . . ____
Other . . . . ____

16. Child's general physical condition (as determined by parents): Check

Negative . . . . . ____
Positive x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. . . .		
Other		No unusual problems

18. Family dominance: Check

Father . . . . ____
Mother x
Mutual . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 46

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

The parents thought this was a very nice unit and that it was educational. They felt that more teachings should be given, not only about the Negro but other foreign groups. The girl enjoyed the unit and feels she can understand the Negro a little better. The parents felt the unit was fairly comprehensive and that it helped to change some of the misconceptions that they had in their minds.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . . ____

This family unit appears to be a very cohesive one. They have stable rapport among themselves and they are able to communicate their thoughts and feelings. The parents thought the unit on American Negroes was a good one and felt that more information should be taught in Social Studies. They are most interested in education. They also feel that children should secure all the education available. The mother works part-time to provide a little extra income for the family yet is most competent as a mother and housewife. The father is a semi-skilled worker who is most interested in his family.

FAMILY INTERVIEW GUIDE SHEET

1. Name of Student	Birthdate	Birth Place	Present School
John Fisher	1-21-57	Urban Indiana	Sunnyside

2. Name of Father	Birthdate	Birth Place	Occupation
Harris Fisher	3-22-26	Urban Indiana	Cook

3. Name of Mother	Birthdate	Birth Place	Occupation
Wilma Fisher	10-5-16	Urban Indiana	Waitress

4. Birth Place of Grandparents Southern Indiana; Hungary

5. Religious Affiliation Catholic
Name of Church

Degree of Attendance	Check
Rarely	x
Routinely. . . .	
Regularly. . . .	

6. No Church affiliation

7. Chief family recreation: Making "home movies" and "movie plays"

8.

Discipline	Check
Chiefly mother. .	x
" father. .	
both. . .	

Corporal Punishment	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Connie White	F	4-15-37	10th grade - married
James Thompson	M	12-13-38	High School - in service
Linda Hendricks	F	1-13-42	11th grade - married
Karen Rathbun	F	6-22-45	11th grade - married
Harvey Thompson	M	4-30-50	Senior at Hoover
Edward Fisher	M	5-16-55	6th grade at Sunnyside

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years 2

14. Family Interest in School: Degree of Interest:

	Check
High	
Average	x
None	

Knows school subjects Very little

15. Unusual family tensions:

	Check
Death	
Divorce	x
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 11

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Although Mrs. Fisher stated that she thought that "there's nothing wrong with "a unit on the American Negro being included in fourth grade curriculum, she was clearly not enthusiastic. She said that she had not been aware that John had studied this but, as we talked, she recalled that she had heard John say something about it. She commented that her children "speak to" and "play with" Negro children at school, but have no contact with them outside of school. Mrs. Fisher had many questions about why a unit on the American Negro had been included in the curriculum and wondered what the purpose was. She commented that the letter which she received did not really explain much and she strongly questioned the purpose of the social worker's visit and the purpose of the schools gathering information about the families of the children involved. Many of Mrs. Fisher's questions seemed appropriate and thoughtful and the social worker discussed Mrs. Fisher's concerns with her and slso pointed out that her participation was optional. Although the social worker really did not answer some of her questions, Mrs. Fisher chose to participate and was then cooperative. Her earlier resistance was evidenced by her refusal to talk with the social worker at the time of the first home visit, although she seemed willing to accept a future appointment for a home visit at her convenience.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive . . . . __x__
Extremely guarded and defensive. . . . . . . ____

Fifty-one years old, twice divorced Mrs. Wilma Fisher was interviewed in her home by appointment at her convenience. Although school records showed the family's address as 324 Washington Street, they had moved to 140 Washington Street quite some time ago. They moved from 140 Washington Street when that building was sold, to a third floor, adequate and comfortable appearing apartment at 1312 East Chauncey Avenue.

John is the youngest of seven children born to Wilma Fisher. He and his brother, Edward, were born during her second marriage to Harris Fisher, who is ten years younger than she, and from whom she is divorced. Mrs. Fisher has employment as "lunch room manager" at Montgomery's drug store in Downtown Gary.

The four older children dropped out of high school, but James completed high school while in the service and later took "a computer course". Although Harvey is a senior, Mrs. Fisher commented that she had really had to "keep after" him in order to keep him in school. John and Edward get along well in school, according to Mrs. Fisher. John showed the social worker his "good citizenship pin" which he received at Sunnyside School. John is a Cub Scout and Edward is active in Boy Scouts.

John, Edward, and Harvey were present during the interview and seemed interested in the adult discussion regarding inclusion of a social stuies unit on the American Negro in the curriculum.. John thought that what his class studied was "like all the other stuff" and not particularly interesting.

FAMILY INTERVIEW GUIDE SHEET

	Name of Student	Birthdate	Birth Place	Present School
1.	Bruce Clark	5-12-57	Urban Indiana	Adams

	Name of Father	Birthdate	Birth Place	Occupation
2.	Noah Clark	9-23-21	Urban Louisiana	Craneman - Western Steel

	Name of Mother	Birthdate	Birth Place	Occupation
3.	Rosalind Clark	11-15-25	Urban Colorado	Sub. Teacher

4. Birth Place of Grandparents Paternal - La. Maternal - Ark.

5. Religious Affiliation Methodist Episcopal
Name of Church

Degree of Attendance	Check
Rarely . . .	
Routinely.	
Regularly.	x

6. No Church affiliation

7. Chief family recreation: Music - singing and instrumentals in the home. Family trips and church recreational activities.

8.

Discipline	Check
Chiefly mother . .	x
" father . .	
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Terry Clark	M	10-7-48	College - Freshman
Barbara Clark	F	9-12-53	High School - Carleton
Lana Clark	F	3-23-55	7th Grade - Carleton
Daniel Clark	M	7-18-58	4th Grade - Adams

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican.	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School: Degree of Interest:

	Check
High	x
Average.	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism.	
Mental Illness.	
Chronic unemployment.	
Crime	
Other	

16. Child's general physical condtion (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. .		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mr. and Mrs. Clark were very, very enthusiastic about this unit of study. Mr. Clark says he feels it should be taught in all the schools. And after awhile we would have much better race relations in our country.

Mrs. Clark compared her experiences as a student of Froebel with Bruce's at Adams. She feels that the differences in their experiences are some measure of the growth of the school and community. It is her hope that Negro History will take its rightful place in the textbooks used in the school and will not remain a curriculum experiment.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation:	Check
Open	x
At times resistive	
Extremely guarded and defensive	

Although Mr. Clark participated actively in this study and is undoubtedly a sincere responsible parent, it is obvious that Mrs. Clark is the more dominant parent.

Her decisions and personal desires for the family are most often the accepted ones.

All of the children appear to be highly motivated and were very much aware of Bruce's participation in this study unit.

This family is one that is definitely interested in becoming more of a part of the mainstream of the community and will make every effort to do so.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Donald Korty	5-10-56	Urban Indiana	Carleton
2.	Name of Father	Birthdate	Birth Place	Occupation
	Lewis Korty	7-3-23	Urban Indiana	Boilermaker
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Ruth Korty	10-16-30	London, England	Housewife

4. Birth Place of Grandparents United States and England

5. Religious Affiliation Protestant
Name of Church

Degree of Attendance — Check
Rarely . . . x
Routinely. .
Regularly. .

6. No Church affiliation doesn't belong to any particular church

7. Chief family recreation: Father enjoys sports, but no complete family recreation

8. Discipline — Check
Chiefly mother . . .
" father . . .
both x

Corporal Punishment: — Check
Rarely x
Routinely. . . .

9. Social Class Level: — Check
I . . . .
II . . . .
III x
IV . . . .
V . . . .

10. Siblings:

Name	Sex	Birthdate	Education
Paul Korty	M	7-3-44	High School Grad.
Shelly Korty	F	9-30-51	High School

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years None

14. Family Interest in School: Degree of Interest:

	Check
High	
Average	x
None	

Knows school subjects Average

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general phsical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy	x	Bad speech impediment - thereby slowing his academic progress
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 44

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

These parents were quite resistive to this question and really did not comment pro or con. They couldn't say whether it was beneficial or not, and figured that it was part of the course.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive x
Extremely guarded and defensive. . . . . . ____

This family unit is not a very cohesive unit as the father works odd hours and the rapport between the members is quite subdued. There is a vast age difference between the siblings so there isn't great affection among them. This boy is the youngest of the siblings and has a very traumatic time within the school setting. He wears fairly heavy-lensed glasses and has a severe speech impediment. His academic progress has been very slow. It appears the family is primarily interested in the boy's speech problem and doesn't take an interest in too many of the boy's studies. Although they appear to be interested in what the schools are attempting it seems to be more of a facade than actual interest. There appears to be much apathy in this unit.

FAMILY INTERVIEW GUIDE SHEET

1. Name of Student Birthdate Birth Place Present School

Robert Johnson	8-20-55	Urban Indiana	Carson

2. Name of Father Birthdate Birth Place Occupation

Samuel Johnson	Unknown	Mississippi	Unknown

3. Name of Mother Birthdate Birth Place Occupation

Eloise Walters	12-13-30	Urban Tenn.	Cook and Waitress

4. Birth Place of Grandparents Tenn. and Miss.

5. Religious Affiliation Church of Christ
Name of Church

Degree of Attendance — Check
Rarely . . . . ____
Routinely. . . x
Regularly. . . ____

6. No Church affiliation____

7. Chief family recreation: Television, Window Shopping, Walking

8. Discipline — Check
Chiefly mother . . . x (grandmother)
" father . . . ____
both . . . . ____

Corporal Punishment: — Check
Rarely . . . . . ____
Routinely. . . . x

9. Social Class Level: — Check
I . . . . ____
II . . . . ____
III . . . . ____
IV x
V . . . . ____

10. Siblings:

Name	Sex	Birthdate	Education
Connie Walters	F	9-20-50	11th grade
David Johnson	M	7-23-54	7th grade
Judy Riley	F	5-11-57	5th grade

11. Ethnic Background: **Check**
Caucasian . . . . ____
Negro x
Mexican . . . . ____
Puerto Rican. . . . . . . ____
Other . . . . ____

12. Language spoken in the home English

13. Mobility of Family -- Times moved in last five years none

14. Family Interest in School: Degree of Interest: **Check**
High . . . . ____
Average. x
None . . . . ____

Knows school subjects some

15. Unusual family tensions: **Check**

Death . . . . ____
Divorce . . . . ____
Abandonment . . . . ____
Alcoholism. . . . . ____
Mental Illness. . . . . ____
Chronic unemployment. . . . . . . ____
Crime . . . . ____
Other . . . . x Mother never married.

16. Child's general physical condition (as determined by parents): **Check**

Negative x
Positive . . . . . ____

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. . . .		
Other		

18. Family dominance: **Check**

Father . . . . . . ____
Mother . . . . . . x and grandmother
Mutual . . . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 6

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to make to the study?

Robert's mother and grandmother did not recall that his fourth grade class had studied a unit on the American Negro, but his younger sister, Judy, who was present during the interview, said that her class had studied the unit, too, and spoke enthusiastically about it. Both Miss Walters and Mrs. Walters said that they thought it was good to have children study about the American Negro, but made little other comment.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open . . . . ____
At times resistive . . . . _x_
Extremely guarded and defensive. . . . . . . ____

Robert's mother and maternal grandmother were interviewed in their home. Twelve-year-old Robert is the third child and second boy born out of wedlock to Eloise Walters and the second child born to her relationship with Samuel Johnson. Legal paternity has been established. Miss Walters has never been married. She and the children live with her parents in an adequate, but crowded, single family house. Miss Walters' father is retired. She has had employment as a short order cook and waitress at Millers' for the past nine years and also received Aid to Dependent Children until recently.

Robert's grandmother, Mrs. Walters, has seemingly played the primary role of mother to him. He has been told that his father has gone away and that they do not know where he is.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Anthony Accardo	2-23-56	Urban Indiana	Carson

2.

Name of Father	Birthdate	Birth Place	Occupation
Vito Accardo	39 yrs.	Puerto Rico	Steel Mills

3.

Name of Mother	Birthdate	Birth Place	Occupation
Maria Accardo	1-9-32	Puerto Rico	Crossing Guard

4. Birth Place of Grandparents Puerto Rico

5. Religious Affiliation Catholic
Name of Church

Degree of Attendance	Check
Rarely	
Routinely	
Regularly	x

6. No Church affiliation ______

7. Chief family recreation: Always together for picnics, trips, etc.

8.

Discipline	Check
Chiefly mother	
" father	
both	x

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Vito, Jr.	M	7-13-52	10th Grade - Central
John Accardo	M	8-19-60	1st Grade - Carson
Susan Accardo	F	8-9-62	St. Mary's (kindergarten)

11. Ethnic Background:

	Check
Caucasian	
Negro	
Mexican	
Puerto Rican.	x
Other	

12. Language spoken in the home Spanish and English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School: Degree of Interest:

	Check
High	
Average.	
None	x

Knows school subjects don't understand

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism.	
Mental Illness.	
Chronic unemployment. . . .	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. . . .		Language barrier for a brief span
Other	x	of time.

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 22

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to this study?

Mrs. Accardo was not bursting with enthusiasm, but she definitely approves. She said that she felt the children should learn about such material. Incidentally, she volunteered the comment that she had voted for Mr. Hatcher in the recent election.

3

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . _____
Extremely guarded and defensive. . . . . . . _____

The Accardo's home is located in a rather neat neighborhood. Most of the surrounding homes were old, but of solid brick construction. The majority, including the Accardo home, were in good repair.

Mrs. Accardo met me at the door, broom in hand and never let go of it during the interview. I must admit that she appeared anxious to get back to her house work. The interior of the home was very neat and modestly furnished. Numerous knick-knacks, pictures, etc., of Spanish style set the overall decor.

Mr. Accardo has been working at U.S. Steel ever since he and his wife arrived from Puerto Rico. The idea of a job in the mills drew them to Gary, Ind. Mr. Accardo completed the eighth grade and Mrs. Accardo completed the ninth.

Mrs. Accardo proudly stated that the entire family attends religious services very regularly. She also pointed out that they attend the church's social functions frequently and as family. Interestingly, she added that her oldest son doesn't like this family type attendance. "He thinks its old fashioned."(His American peers have begun to show their influence)

With all the previous concenteation on family solidarity, interest in the children etc., we now see an exception. Mr. Accardo never goes to school meetings or functions and Mrs. Accardo rarely attends. She offered the lack of enough time as her excuse. However, it was this worker's impression that confrontation with non-Spanish speaking school personnel was the chief factor.

Mrs. Accardo admitted that she and her husband understood very little about the subjects their children take.

Mrs. Accardo also pointed out that the existence of a language barrier caused the children some difficulty at first. However, they have now seemingly overcome this problem better than their parents have.

In response to the question of family dominance there was no hesitation at all. "In Puerto Rico the man is the boss."

In conclusion, there seems to be a great deal of family unity here. As mentioned earlier the children seem to have passed up their parents in terms of acculturation, learning, etc. There is no doubt that this is a patriarchal family. From all indications there are no real significant behavioral problems from any of the children.

Mr. Accardo's twenty consecutive years of employment demonstrate his stability.

FAMILY INTERVIEW GUIDE SHEET

	Name of Student	Birthdate	Birth Place	Present School
1.	Roger Brown, Jr.	8-16-57	Urban Indiana	Morgan

	Name of Father	Birthdate	Birth Place	Occupation
2.	Roger Brown, Sr.	1-2-27	Urban Texas	Pharmacist

	Name of Mother	Birthdate	Birth Place	Occupation
3.	Margaret Brown	7-5-28	Urban New York	Housewife

4. Birth Place of Grandparents British W. Indies and Iowa

5. Religious Affiliation Episcopal
Name of Church

Degree of Attendance	Check
Rarely	
Routinely.	
Regularly.	x

6. No Church affiliation

7. Chief family recreation: Plays at Seavian Hall and Indiana University; Movies as a family

8.

Discipline	Check
Chiefly mother . .	x
" father . .	
both	

Corporal Punishment:	Check
Rarely	
Routinely.	x

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Melody Brown	F	3-2-56	6th Grade - Morgan
James Brown	M	2-3-61	1st Grade - St. Mary's

11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spokin in the home English

13. Mobility of Family - Times moved in last five years 2

14. Family Interest in School:

Degree of Interest:	Check
High	x
Average	
None	

Knows school subjects____________

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	
Mutual	x

19. Gary Redevelopment Commission Neighborhood Number 11

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Brown was very enthusiastic and attentive as the entire program was explained to her. She had not been aware of the new curriculum, but she did recall that her son had mentioned the testing.

She thought that such a program was long overdue and strongly voiced her support. Her only criticism was that she felt that it might be more appropriate to offer at an even earlier grade. "Enthusiasism" would clearly describe her over-all feeling and reaction.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation Check

Open . . . . ._x_
At times resistive . . . . .____
Extremely guarded and defensive. . . . . . .____

The Brown's live in a rather neat neighborhood made up of old brick homes, most of which are in fairly good shape. The interior of the home was clean and the furnishings were all beginning to show wear.

Mrs. Brown was home alone when I arrived and greeted me very cordially. She was dressed in a rather plain housedress and appeared to have been busy cleaning house. She immediately acknowledged that she had read the introductory letter and said that she would most certainly cooperate. She did, however, state that she felt she should be joining the picket lines at Pulaski Junior High School. In answer to my question, she explained that many adults were concerned about the "inadequate facillities that existed there." Pulaski has a Negro student enrollment and is a considerable distance from her home.

In the first stage of the interview, Mrs. Brown rather proudly pointed out that her parents had been born in the West Indies. Though she had been born in Brooklyn, the West Indies accent was still detectable.

Mrs. Brown stated that her husband is a pharmacist and holds a B.A. in this field. She also points out that she holds a B.A. in Education, a Masters in Special Education and is a Registered Nurse. She is not active in either field presently, because she feels it might not be good for her children. She did, however, indicate that once her children were older she would most likely return to nursing or teaching.

Mrs. Brown has indicated that she is actively interested in her children's progress academically. She states that she regularly attends P.T.A. Meetings and other such functions. She is presently sending her youngest child, Kenneth, to St. Mary's School at the cost of $140.00 per year.(the public school that this child would normally attend is much further from her home and is a very old school. St. Mary's is relatively new.

Further evidence as to the parents interest is demonstrated by numerous crayon art work done by the children in school. Responding to my comment, she proudly described some of these works prized by her children.

It was the mother's feeling that she handled most of the discipline situations. However, she felt that this was so only because she spent more hours at home than her husband. She jokingly said that the children received corporal punishment routinely. However, she then seriously stated that the children have, when deemed necessary, been given spankings.

Mrs. Brown gives this writer the impression that she views the education of her children as most important. The content of her over-all comments and feelings was heavily flavored with such ideas as: family unity; community and church participation; and once again the invaluable quality of education.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Janet Schuette	8-23-57	Urban Indiana	Carson

2.

Name of Father	Birthdate	Birth Place	Occupation
Herman Schuette	11-16-27	Urban Ohio	Cost Analyst

3.

Name of Mother	Birthdate	Birth Place	Occupation
Elizabeth Schuette	5-17-26	Germany	Housewife

4. Birth Place of Grandparents Maternal - Germany; Paternal - Germany and Czechoslovakia

5. Religious Affiliation Lutheran
Name of Church

Degree of Attendance	Check
Rarely	x
Routinely.	
Regularly.	

6. No Church affiliation

7. Chief family recreation: Father stated that everyone more or less makes their own recreation. His son belongs to the new Gary Boys' Club. The girls do not belong to any group, club, etc.

8.

Discipline	Check
Chiefly mother . . .	
" father . . .	x
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Social Class Level:

	Check
I	
II	
III	x
IV	
V	

10. Siblings:

Name	Sex	Birthdate	Education
Sharon Schuette	F	7-5-53	Central - 9th Grade
Kenneth Schuette	M	1-8-56	6th Grade - Carson

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English and German

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	
None	
(little)	x

Knows school subjects Is familiar with subjects

15. Unusual family tensions

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Dommission Neighborhood Number 10

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mr. Schuette responded rather indifferently to the above. However, he did state that such a program would probably be helpful to the children.

His response was not spontaneous and had to be elicited by the writer.

Janet stated that she rather enjoyed the course. When questioned about it, she seemed to remember a great deal about it.

21 Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . . ____

Mr. Schuette was home with his three children. His wife was working part-time at a nearby restaurant. The home is located in a reasonably neat neighborhood, which consists of rather old homes. None of the homes would be condidered attractive. The interior of the home was very well-furnished, clean and neat. It appears as if this family has chosen to concern themselves more with the comforts of their private life inside the home.

As mentioned earlier, both sets of grandparents were born in Europe. The mother was also born there. As a result, some German is spoken in the home. According to Mr. Schuette, the children can understand the language fairly well, but cannot speak it very well. The oldest daughter is presently taking German I at Central School.

Mr. Schuette readily admitted that all members of the family are lax in their attendance of religious services. No excuses were offered and little or no guilt was present in his response.

Mr. Schuette stated that very little was done "as a family". He stated that he and his wife went out together frequently. However, "the children usually play with their individual friends."

The boy quickly, but good naturedly, volunteered the answer that his father is the chief disciplinarian. The overall impression, however, was not that he administered more discipline, but that it was more meaningful from him. When questioned about corporal punishment, the boy once more answered, saying that this was a rarity.

According to our set criteria, this family would probably be placed in class three.

The family has not moved for the past ten years. Mr. Schuette has worked at U.S. Steel in Gary for the past 19 years.

The father offered his own attendance in night school as his reason for never participating in his children's school affairs. It does not appear as if Mrs. Schuette is very active either. Mr. Schuette stated that she always goes to school when requested by a teacher.

In conclusion, Mr. Schuette's steady employment record and minimal mobility demonstrates some real stability. Since the children were home at the time of the interview some observations were available. All three sat respectfully by while their father answered most questions. The television was turned off immediately when I arrived. The children were dressed presentably and well-mannered. All appeared to be in good health, bright and exhibited rather pleasing personalities. When addressed by this writer all three were able to relate readily.

FAMILY INTERVIEW GUIDE SHEET

1.

Name of Student	Birthdate	Birth Place	Present School
Gary Hiestand	4-23-56	Urban Indiana	Kennedy

2.

Name of Father	Birthdate	Birth Place	Occupation
Jack Hiestand	3-24-34	Urban Indiana	Machine Oper.

3.

Name of Mother	Birthdate	Birth Place	Occupation
Shirley Hiestand	4-16-36	Rural Tenn.	Beauty Operator

4. Birth Place of Grandparents Paternal - Kansas and Alabama
Maternal - Tennessee

5. Religious Affiliation Methodist
Name of Church

Degree of Attendance — Check
Rarely x
Routinely. . . .
Regularly. . . . x

6. No Church affiliation

7. Chief family recreation: Picnics, rides, zoo visits, company picnic, television, popping corn, baking cookies, company Christmas party

8. Discipline — Check
Chiefly mother . . .
" father . . .
both x

Corporal Punishment: — Check
Rarely x
Routinely. . . .

9. Social Class Level: — Check
I . . . .
II . . . .
III x
IV . . . .
V . . . .

10 Siblings:

Name	Sex	Birthdate	Education
Lynn Hiestand	F	2-3-54	Grade 8 - Weaver
Carol Hiestand	F	3-5-55	Grade 7 - Weaver
Candice Hiestand	F	3-24-58	Grade 4 - Scott
Christopher Hiestand	M	5-14-59	Grade 2 - Scott
Michelle Hiestand	F	3-2-61	Grade 1 - Scott

11. Ethnic Background

Ethnic Background	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years none

14. Family Interest in School:

Degree of Interest	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check	
Death	x	Great Grandma - 1958
Divorce		" Grandpa - 1963
Abandonment		" Uncle - 1966
Alcoholism		
Mental Illness		
Chronic unemployment		
Crime		
Other		

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmentla problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy		
Aggressiveness	x	Gary has always been very aggressive in school and scouting, according to Mother. He shows no sign of presenting problems in this area.
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 17

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Gary really liked the unit of study on the American Negro; and he shared much of what he learned at home. Gary said that, until they studied this course, he never thought much about being a Negro himself. He was impressed with the fact that his own ancestors were brought from Africa to the U.S.A. in order to work. He said he thought it was "a dirty trick" that when slave mothers had babies they had to give them up to older women to care for so that they themselves could go right back to work. He recalled that George Washington Carver had taught people how "to make plants live". He also "found many uses for the peanut and sweet potato such as making oils". He spoke of "the lady from Africa who brought many dolls to school". He was one of the boys selected to go with her and the teacher to the Service Center where "they had their pictures taken holding the dolls".

Mrs. Hiestand recalled that when they attended P.T.A. at Kennedy school, she was surprised that Gary was in many of the pictures that had been taken in the social studies class during this unit of study. She said that she believes it is a splendid idea to study the history of American Negroes along with other aspects of American History. She did not want this unit to be too special for Negroes. Mrs. Hiestand reminded Gary of all the folk songs they had learned at school. Gary smiled brightly, saying that the singing had been "a lot of fun". He said that the white children in his class had said to him and other Negroes, "This is your History, isn't it?" This made him think about the fact that he is a Negro and he said, "I was proud, too."

I asked the mother what the father thought about the unit, since he was not at home during my visit. She replied, "He never has much to say about anything unless there's something wrong. I guess he thought it was o.k."

Mrs. Hiestand expressed her pleasure that Gary is attending a predominantly Caucasian school in a predominantly Caucasian neighborhood. She feels that "he is learning now how to cope with life as it will be later on." Her own experience in an inter-racial school proved helpful. "The chance to talk with white people is a fine experience for Negroes," she observed. She said that the visit with me had been "good for the whole family."

Mrs. Hiestand also spoke highly of the Kennedy principal and of Gary's teachers there.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

	Check
Open	x
At times resistive	
Extremely guarded and defensive.	

The Hiestand family live in a small, grey, square, one-story house in a good neighborhood. The interior is crowded, but clean and colorful. They use a space heater and the lights are dim; but they have the latest model in telephones. They have just purchased some very attractive living room furniture with lamps to match which they had ordered from North Carolina.

Mrs. Hiestand is tall, slender and charming. She attended high school for three years and completed a nine month beauty course. She is employed in a large beauty shop "in and around the school and work schedules of her children and husband." Her family is first with her.

Mr. Hiestand graduated from Roosevelt High School in Gary. He has three jobs: machine operator in the mill, waiter at Hotel Gary and substitute custodian for the Gary Public Schools. Mrs. Hiestand stated that she and the children are very thankful to have a husband and father like Mr. Hiestand. She said, "He a good provider. He helps if there is trouble of any kind in the family, but mostly he's a smoother." She feels that it is amazing that he has remained with his large family. His own parents died the year he was ten. Because he married very young and had three children by the time he was called up by the draft, Mr. Hiestand has never served in the armed forces.

The six children stood and sat nearby during the entire interview. They were all pleasant, respectful and very well-mannered. It goes without saying that they were also clean, neat and appropriately dressed.

Mrs. Hiestand is wonderfully proud of her youngest sister who will graduate from college in January - the first in their family. After six years, by working and saving, scholarship assistance and a bank loan, she will reach her goal of earning a B.S. in Education.

Her younger brother is also in college - a sophomore. He completed his stint in the service and is attending school through G.I. stipends and some help from their parents.

Both the Aunt and the Uncle plan to help the Hiestand children to attain their educational goals too. The parents are also working toward the goal of college educations for all six of their children.

The entire family plan to attend the Commencement exercises for the mother's sister in January. How their faces brightened with happy smiles when Mrs. Hiestand told me about this family plan! The mother said that she and her husband believe that witnessing the educational victory of their aunt will be the best possible way to encourage their children to work hard in school now and to keep before them the eventual goals of their own lives.

FAMILY INTERVIEW GUIDE SHEET

	Name of Student	Birthdate	Birth Place	Present School
1.	Richard Franklin	9-8-57	Urban Indiana	Hoover

	Name of Father	Birthdate	Birth Place	Occupation
2.	Albert Franklin	7-6-32	Kentucky	U.S. Steel

	Name of Mother	Birthdate	Birth Place	Occupation
3.	Stella Franklin	3-2-34	Kentucky	Housewife

4. Birth Place of Grandparents Kentucky

5. Religious affiliation Christian
Name of Church

Degree of Attendance	Check
Rarely	x
Routinely.	
Regularly.	x (child attends)

6. No Church affiliation Parents

7. Chief family recreation: Mrs. Franklin could not think of a family recreation.

8.

Discipline	Check
Chiefly mother . . .	x
" father . . .	
both	

Corporal Punishment:	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings: [redacted]

Name	Sex	Birthdate	Education
Linda Franklin	F	5-13-54	7th Grade - Densmore
Steven Franklin	M	1-23-59	2nd Grade - Adams
Ronald Franklin	M	3-9-60	1st Grade - Kennedy

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family - Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	
None	x

Knows school subjects Not very well

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		None
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 9

J-164

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Franklin voiced approval of the program. However, she was rather indifferent about the idea. This writer was given the impression that she did not care one way or the other about it.

Richard, the subject of this interview, was present. He stated that he had enjoyed the program and thought that he had learned from it.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . _x_
At times resistive . . . . ____
Extremely guarded and defensive. . . . ____

The Franklin home is located approximately three blocks from Gary's well-publicized "Central District." Standing on the front porch, one views the beginning of parking lots and the rear entrance of stores located on Washington Street, one block from Broadway, the main street of Gary.

The Franklin home, like others on the block, is quite old and in need of repairs. The interior of the home was in very poor condition. Paint on the ceilings was peeling and all floors in view were bare hardwood. At the same time, it appeared as if no attempt had been made to keep the home reasonably clean. The furnishings were sparse and in a tattered condition. The interview was conducted in the presence of Mrs. Franklin and her son Richard. Mrs. Franklin is a rather bedraggled-looking woman.

Though Richard and his siblings were all born in Gary, the previous two generations were born and raised in Kentucky. A job in the steel mills brought the Franklins to Gary. Mr. Franklin has now worked at U.S. Steel for roughly 13 years. His job would be considered semi-skilled.

Mr. and Mrs. Franklin never attend religious service. The children, however, attend every Sunday alone.

Mrs. Franklin stated that the family did very little if anything as a group. She remarked that the children usually played with their various classmates.

Mrs. Franklin said, "we seldom go to the schools for meetings. You know how it is; there just isn's enough time." Mrs. Franklin completed 10th grade and Mr. Franklin completed only the eighth. It is doubtful that these parents are able to help their children to any great extent.

In conclusion, it was this worker's impression that Mr. and Mrs. Franklin are quite unaware of their own children's subject matter in school. The home itself did not appear comfortalbe. If the Franklin children receive any motivation in terms of learning it will most probably not stem from their parents. if Richard Franklin falls into the category of those students who gained least it will be understandable.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	John Carpenter	2-13-57	Urban Indiana	Durgan
2.	Name of Father	Birthdate	Birth Place	Occupation
	James Carpenter	8-16-31	Urban Michigan	Craneman
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Sarah Carpenter	10-15-29	Urban Indiana	Store-Clerk

4. Birth Place of Grandparents Paternal - Michigan and Jamaica
Maternal - Alabama

5. Religious Affiliation Christian Methodist Episcopal
Name of Church

Degree of Attendance	Check
Rarely . . .	x
Routinely. .	
Regularly. .	

6. No Church affiliation

7. Chief family recreation: Television, Dancing, School Athletics

8. Discipline

	Check
Chiefly mother . . .	x
" father . . .	
both . . .	

Corporal Punishment:	Check
Rarely	x
Routinely.	

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Chuck James	M	9-18-50	Senior - Carson
Caroline Carpenter	F	6-4-52	Sophomore - Carson

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11. Ethnic Background:

	Check
Caucasian	
Negro	x
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home English

13. Mobility of Family -- Times moved in last five years once

14. Family Interest in School:

Degree of Interest:	Check
High	
Average	x
None	

Knows school subjects yes

15. Unusual family tensions:

	Check
Death	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic unemployment	
Crime	
Other	

16. Child's general physical condition (as determined by parents):

	Check
Negative	
Positive	x

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		none
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	
Mother	x
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 19

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Although Mrs. Carpenter expressed knowledge of the purpose and content of the unit on the American Negro, extended discussion revealed that actually she probably knew no more than is gained through the established news media.

However, she views this addition to the curriculum as a progressive step because "I'm sure they didn't do anything like this when I went to school. I learned a little Negro history because I went to Thompson High School."

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: Check

Open . . . . ____
At times resistive. . . . . __x__
Extremely guarded and defensive. . . . . . . ____

Several unsuccessful attempts were made to contact this family for an appointment. Finally, when Mrs. Carpenter was reached by telephone, she stated that their work schedule made it very difficult to contact anyone during the day or home at the same time.

After the purpose of the requested appointment was explained to her, she had many questions. When asked if she had received the introductory letter, she replied that she had, but wondered if the material might be used for some other purposes. She was assured that the information would be of little value to any other source, and if she preferred that her family not participate in this phase of the study, she should feel free to say so.

An appointment was made to see the worker. After the first few minutes of the visit, Mrs. Carpenter was pleasantly cooperative. It was very evident that she was intent on making the "right" impression. When she was asked about her occupation the question had to be asked twice. She finally replied, "I'd rather say I'm a store clerk." Mrs. Carpenter works nights all the time, and her husband works each of the four shifts.

The family is very proud of their home. They purchased the home in the past five years, and it is less than seven years old. Their home is evidence of the family's efforts toward "upward movement" in the class structure. They moved from the very overcrowded and deteriorated neighborhood in the 39th neighborhood (Gary Redevelopment Commission) to the present address.

John is the youngest of the three children and appears to enjoy a good relationship with each of them.

According to Mrs. Carpenter, the family is a close-knit one and enjoys working together. There was one complaint about the schools, she said. One of the reasons they selected that location for their home was its location directly across from the school. Now John is being bussed to Durgan School.

FAMILY INTERVIEW GUIDE SHEET

1. Name of Student	Birthdate	Birth Place	Present School
Paul Marino	3-25-57	Urban Canada	Hill

2. Name of Father	Birthdate	Birth Place	Occupation
Henri Marino	7-14-19	Italy	Ironworker

3. Name of Mother	Birthdate	Birth Place	Occupation
Marcia Marino	8-13-19	Austria	Housewife

4. Birth Place of Grandparents Austria and Italy

5. Religious Affiliation Lutheran
Name of Church

Degree of Attendance	Check
Rarely	
Routinely.	
Regularly.	x

6. No Church affiliation

7. Chief family recreation: There is seldom any total family recreation - partly because of Mr. Marino's busy schedule.

8. **Discipline**

Discipline	Check
Chiefly mother . . .	
" father . . .	x
both . . .	

Corporal Punishment:	Check
Rarely	
Routinely.	x

9. Social Class Level:

	Check
I	
II	
III	
IV	x
V	

10 Siblings:

Name	Sex	Birthdate	Education
Louisa Marino	F	7-4-58	Grade - Randolph

11. Ethnic Background:

	Check
Caucasian	x
Negro	
Mexican	
Puerto Rican	
Other	

12. Language spoken in the home Parents speak German, Children speak Eng.

13. Mobility of Family - Times moved in last five years 2

14. Family Interest in School: Degree of Interest:

	Check
High	x
Average	
None	

Knows school subjects yes

15. Unusual family tensions:

	Check	
Death		
Divorce		
Abandonment		
Alcoholism		
Mental Illness		
Chronic unemployment		
Crime		
Other	x	Recent Immigration to U.S.

16. Child's general physical condition (as determined by parents):

	Check	
Negative		
Positive	x	Overweight

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		none
Patterns of Extreme Discouragement or Apathy		
Aggressiveness		
Other		

18. Family dominance:

	Check
Father	x
Mother	
Mutual	

19. Gary Redevelopment Commission Neighborhood Number 10

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Marino knew that Paul's fourth grade class had studied a unit on the American Negro and expressed a positive attitude toward this. This discussion led to comment on integration, etc. Mrs. Marino lives in a recently integrated neighborhood and said that this "doesn't bother me" but that her husband "gets upset" about it. She thought that he would have no objection to the inclusion of a unit on the American Negro in the curriculum because "he's in favor of any kind of learning". Mrs. Marino commented that both she and her husband have been satisfied with Paul's Negro teachers and spoke favorably about the general quality of education in the Gary Public Schools.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open x
At times resistive . . . . ____
Extremely guarded and defensive. . . . . ____

Mrs. Marino was cooperative and relatively unguarded in the interview with the school social worker. The Marino family immigrated from Austria to Northern Canada about fifteen years ago. Both Paul and his sister were born in Canada and Mr. and Mrs. Marino are naturalized Canadian cicizens. They came to Gary on temporary visas about three years ago when the ironworkers' union was recruiting ironworkers for the Gary area. They are buying their home, which is part of a row house, at 234 Jackson Street and plan to remain in Gary.

In Northern Canada they lived on a farm, which they still own, and Mrs. Marino raised goats, pigs, chickens, etc. Mr. Marino had employment as an ironworker and was sometimes away from home for several weeks. Although Mrs. Marino sopke of missing the fresh air and quiet of their Canadian home, she seemed satisfied with her easier life in Gary.

Both Mr. and Mrs. Marino attended school for eight years in Austria. Mr. Marino was a locksmith apprentice for three years and Mrs. Marino was a dressmaking apprentice and earned the title of "master dressmaker". Both parents apparently have a high degree of interest in education and are active in PTA. In addition to working days as an ironworker, Mr. Marino attends metallurgy classes three nights a week and also attends English and algegra classes at Indiana University Extension one night a week.

Mrs. Marino described her husband of twenty years as an ambitious, aggressive man who demands perfection. He "pushes" Paul to excel in school and accepts no excuse for school grades which are less than excellent. Mrs. Marino commented that she sometimes thinks that Paul excells in school more because he has to than because of superior learning capacity. She said that Mr. Marino pushes his daughter less because he feels that education is more important for boys than for girls. She commented that she has never been able to please her husband and that he now criticizes the way she speaks English, etc.

FAMILY INTERVIEW GUIDE SHEET

1.	Name of Student	Birthdate	Birth Place	Present School
	Margarita Navarra	3-12-57	Urban Indiana	Carson
2.	Name of Father	Birthdate	Birth Place	Occupation
	Benito Navarra	5-4-32	Puerto Rico	Piler at Indiana Steel
3.	Name of Mother	Birthdate	Birth Place	Occupation
	Angela Navarra	3-15-34	Puerto Rico	Housewife

4. Birth Place of Grandparents Puerto Rico

5. Religious Affiliation Christian
Name of Church

Degree of Attendance	Check
Rarely	
Routinely	
Regularly	x

6. No Church affiliation

7. Chief family recreation Visiting friends, going to Brookfield Zoo.

8. Discipline

	Check
Chiefly mother	
" father	x
both	

Corporal Punishment:	Check
Rarely	x
Routinely	

9. Sicial Class Level:

	Check
I	
II	
III	
IV	x
V	

10. Siblings:

Name	Sex	Birthdate	Education
Roberto Navarra	M	1-3-53	8th Grade
Angela Navarra	F	7-8-54	6th Grade
Carlos Navarra	M	7-9-55	5th Grade
Thomas Navarra	M	6-5-58	4th Grade
Esther Navarra	F	6-9-61	1st Grade
James Navarra	M	6-9-63	Pre-school

11. Ethnic Background **Check**

Caucasian . . . . ____
Negro . . . . ____
Mexican. . . . . ____
Puerto Rican . . . . . _x_
Other . . . . ____

12. Language spoken in the home Spanish

13. Mobility of Family - Times mo ed in last five years 2

14. Family Interest in School: Degree of Interest: **Check**

High . . . . ____
Average. . . . . _x_
None . . . . ____

Knows school subjects some

15. Unusual family tensions **Check**

Death . . . . ____
Divorce . . . . ____
Abandonment . . . . ____
Alcoholism. . . . . ____
Mental Illness. . . . . . ____
Chronic unemployment. . . ____
Crime . . . . ____
Other . . . . ____

16. Child's general phsical conditon (as determined by parents): **Check**

Negative . . . . ____
Positive . . . . _x_

17. Unusual psycho-social developmental problems:

	Check	Describe
Phobias		
Patterns of Extreme Discouragement or Apathy.		
Aggressiveness. . . .		
Other		

18. Family dominance: **Check**

Father . . . . _x_
Mother . . . . ____
Mutual . . . . ____

19. Gary Redevelopment Commission Neighborhood Number 7

20. As part of the social studies program, your child studied a unit on the American Negro in the fourth grade. Do you have any comment or reaction to the study?

Mrs. Navarra did not know that Margarita's fourth grade class had studied a unit on the American Negro, but thought that it was "alright". Margarita also participated in the interview and seemed interested in the unit on the American Negro.

21. Summary Statement (Aim to picture the family as a total unit)

Also indicate degree of cooperation: **Check**

Open . . . . ____
At times resistive x
Extremely guarded and defensive. . . . . . . ____

Mr. and Mrs. Navarra speak and understand little English and only Spanish is spoken in the home. The children participated in the interview and seemed to have a positive attitude toward school. They said, however, that school work is hard for them because they do not understand English very well. Mr. Navarra has had steady employment in the steel mills, but Mrs. Navarra expressed concern about their financial situation and said that her husband worries about having so many bills. They are buying their home. According to Mrs. Navarra, they might really prefer to live in Puerto Rico, but cannot afford such a move now.

REVIEW OF THE CASE STUDIES

The case studies were carried out for the purpose of furnishing further information and insight about the children participating in this study, in particular those children of each race who made the greatest gains and losses on the multiple-choice items of the Test of Knowledge and on the Piers-Harris Self-Concept Scale. Altogether, forty families were interviewed by trained social workers and these interviews have been included in toto in this report. All names of persons, schools, places of employment, and city of birth have been changed to preserve anonymity. The ages of the children have also been changed. Otherwise, everything remains the same.

It will be seen that the responses of most parents was favorable to the study by their children of a unit on American history and culture. Out of all forty interviews only three parents expressed strongly negative reactions to the unit. In most instances parents supported the study of such a unit, feeling that it is in the domain of American history and the social studies curriculum. The latter included parents at all socio-economic levels and of both races, Negro and white. Included also in this category were parents who had had pleasant as well as unpleasant experiences with members of the opposite race. The realization seemed to be, more often unconsciously than consciously expressed, that individuals from a race differ and that any generalizations applied to all members of a particular race is unfair and incorrect. Furthermore, the parents were practically unanimous in conceding that significant achievements are not the privilege of any particular people, but of all mankind; that as a consequence the contributions of all such be known by all, irrespective of the race of the contributor. In the final analysis, this finding would seem to indicate that the time has come for the curriculum, too, to be integrated.

TABLE J-I

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

WHITE CHILDREN

	Birthplace, Subject	Parent	Grand-parents	Subject	Parent	Grand-parents
Gary	2	1		4	1	
Mid-West	2	4	8	1	5	8
East		1	2			
West						
South		2	4		3	
Another Country			2	1	3	16

Religious Affiliation		Religious Affiliation	
Catholic	1	Catholic	2
Protestant	3	Protestant	4
No Affiliation		No Affiliation	

Church Attendance		Church Attendance	
Never		Never	
Rarely		Rarely	2
Routinely	2	Routinely	
Regularly	2	Regularly	4

Discipline		Discipline	
Father	1	Father	5
Mother	1	Mother	1
Both	2	Both	

Corporal Punishment		Corporal Punishment	
Rarely	3	Rarely	5
Routinely	1	Routinely	1

Social Class Level		Social Class Level	
I		I	
II	1	II	1
III	1	III	2
IV	2	IV	2
V		V	1

Siblings		Siblings	
No. of brothers older	3	No. of brothers older	4
No. of brothers younger	2	No. of brothers younger	8
No. of sisters older	6	No. of sisters older	6
No. of sisters younger	3	No. of sisters younger	6

Ethnic Background		Ethnic Background	
Caucasian	4	Caucasian	2
Negro		Negro	
Mexican		Mexican	1
Puerto Rican		Puerto Rican	2
Other		Other	1

TABLE J-I (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

WHITE CHILDREN

GAIN

Home Languages

English	4
German	1
Spanish	
French	

Family Mobility
(No. of moves in past 5 years)

0	2
1	1
2	1
3	1
More	

Family Interest in School

High	4
Average	
None	

Unusual Family Tensions

None	
Deaths	1
Divorce	1
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	
Crime	
Other	2

Child's General Physical Condition

Positive	3
Negative	1

Unusual Psycho-Social Developmental Problems

Phobias	
Extreme Discouragement or Apathy	
Aggressiveness	
Other	1
None	3

Family Dominance

Father	1
Mother	1
Mutual	2

LOSS

Home Languages

English	4
German	1
Spanish	3
French	

Family Mobility
(No. of moves in past 5 years)

0	4
1	1
2	1
3	
More	

Family Interest in School

High	3
Average	2
None	1

Unusual Family Tensions

None	6
Deaths	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	
Crime	
Other	

Child's General Physical Condition

Positive	6
Negative	

Unusual Psycho-Social Developmental Problems

Phobias	
Extreme Discouragement or Apathy	
Aggressiveness	
Other	
None	6

Family Dominance

Father	6
Mother	
Mutual	

TABLE J-I (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

WHITE CHILDREN

GAIN

HOW UNIT WAS VIEWED	
Favorable	3
Indifferent	1
Unfavorable	

DEGREE OF COOPERATION	
Open	3
Sometimes Resistive	1
Defensive	

NEIGHBORHOOD NUMBER
22
44
46
47

LOSS

HOW UNIT WAS VIEWED	
Favorable	4
Indifferent	2
Unfavorable	

DEGREE OF COOPERATION	
Open	5
Sometimes Resistive	1
Defensive	

NEIGHBORHOOD NUMBER
21
14
12
6
10
7

TABLE J-I (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

NEGRO CHILDREN

	GAIN			LOSS		
	Birthplace, Subject	Parent	Grandparent	Birthplace, Subject	Parent	Grandparent
Gary	3			4		
Mid-West		1	2	1	3	1
East				1	1	1
West					1	
South		5	8		7	18
Another Country						

Religious Affiliation	GAIN	LOSS
Catholic		
Protestant	3	6
No Affiliation		

Church Attendance	GAIN	LOSS
Never		
Rarely		1
Routinely		2
Regularly	3	3

Discipline	GAIN	LOSS
Father		2
Mother	1	4
Both	2	

Corporal Punishment	GAIN	LOSS
Rarely	1	4
Routinely	2	2

Social Class Level	GAIN	LOSS
I		
II		
III		2
IV	2	4
V	1	

Siblings	GAIN	LOSS
No. of Bros. older	4	3
No. of Bros. younger	1	3
No. of Sisters older	2	5
No. of Sisters younger		6

Ethnic Background	GAIN	LOSS
Caucasian		
Negro	3	6
Mexican		
Puerto Rican		
Other		

TABLE J-I (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

NEGRO CHILDREN

GAIN

HOME LANGUAGES

English	3
German	
Spanish	
French	

FAMILY MOBILITY (No. of moves in past 5 yrs)

0	2
1	1
2	
3	

FAMILY INTEREST IN SCHOOL

High	
Average	3
None	

UNUSUAL FAMILY TENSIONS

None	3
Deaths	
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	
Crime	
Other	

CHILD'S GENERAL PHYSICAL CONDITION

Positive	2
Negative	1

UNUSUAL PSYCHO-SOCIAL DEVELOPMENTAL PROBLEMS

Phobias	
Extreme Discouragement or Apathy	
Aggressiveness	
Other	
None	3

FAMILY DOMINANCE

Father	1
Mother	1
Mutual	1

LOSS

HOME LANGUAGES

English	6
German	
Spanish	
French	1

FAMILY MOBILITY (No. of moves in past 5 yrs.)

0	1
1	4
2	
3	1

FAMILY INTEREST IN SCHOOL

High	3
Average	3
None	

UNUSUAL FAMILY TENSIONS

None	4
Deaths	1
Divorce	
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	
Crime	
Other	1

CHILD'S GENERAL PHYSICAL CONDITION

Positive	4
Negative	2

UNUSUAL PSYCHO-SOCIAL DEVELOPMENTAL PROBLEMS

Phobias	1
Extreme Discouragement or Apathy	
Aggressiveness	3
Other	1
None	4

FAMILY DOMINANCE

Father	1
Mother	3
Mutual	2

TABLE J-I (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE TEST OF KNOWLEDGE

NEGRO CHILDREN

GAIN		LOSS	
HOW UNIT WAS VIEWED		HOW UNIT WAS VIEWED	
Favorable	3	Favorable	6
Indifferent		Indifferent	
Unfavorable		Unfavorable	
DEGREE OF COOPERATION		DEGREE OF COOPERATION	
Open	3	Open	1
Sometimes Resistive		Sometimes Resistive	4
Defensive		Defensive	1
NEIGHBORHOOD NUMBER		NEIGHBORHOOD NUMBER	
	19		18
	14		18
	21		18
			19
			6
			19

TABLE J-II

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE PIERS-HARRIS SELF-CONCEPT SCALE

WHITE CHILDREN

	GAIN			LOSS		
	Birthplace, Subject	Parent	Grandparent	Birthplace, Subject	Parent	Grandparent
Gary	3	1		5	1	
Mid-West		5	2	1	1	2
East					1	2
West						
South					2	6
Another Country	1	2	6		7	14

Religious Affiliation	GAIN	LOSS
Catholic	2	2
Protestant	2	3
No Affiliation		1

Church Attendance	GAIN	LOSS
Never		
Rarely	2	1
Routinely	1	
Regularly	1	5

Discipline	GAIN	LOSS
Father	2	1
Mother	1	1
Both	1	4

Corporal Punishment	GAIN	LOSS
Rarely	3	5
Routinely	1	1

Social Class Level	GAIN	LOSS
I		
II		1
III	1	2
IV	3	3
V		

Siblings	GAIN	LOSS
No. of older bros.	4	5
No. of younger bros.	2	5
No. of older sisters	4	6
No. of younger sisters	1	3

Ethnic Background	GAIN	LOSS
Caucasian	4	3
Negro		
Mexican		
Puerto Rican		3
Other		

TABLE J-II (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE PIERS-HARRIS SELF-CONCEPT SCALE

WHITE CHILDREN

Home Languages	GAIN	LOSS
English	4	6
German	1	
Spanish		3
French		

Family Mobility (No of moves in past 5 years)	GAIN	LOSS
0	2	4
1		2
2	2	
3		

Family Interest in School	GAIN	LOSS
High	2	2
Average	2	2
None		2

Unusual Family Tensions	GAIN	LOSS
None		4
Deaths		1
Divorce	1	
Abandonment		
Alcoholism		
Mental Illness		
Chronic Unemployment		
Crime		
Other	3	2

Child's General Physical Condition	GAIN	LOSS
Positive	3	6
Negative	1	

Unusual Psycho-Social Developmental Problems	GAIN	LOSS
Phobias		
Extreme Discouragement or Apathy	1	1
Aggressiveness		
Other	1	1
None	2	4

Family Dominance	GAIN	LOSS
Father	1	5
Mother	3	
Mutual		1

TABLE J-II (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE PIERS-HARRIS SELF-CONCEPT SCALE

WHITE CHILDREN

GAIN

How Unit Was Viewed	
Favorable	2
Indifferent	2
Unfavorable	

Degree of Cooperation	
Open	2
Sometimes Resistive	2
Defensive	

Neighborhood Number
10
11
43
47

LOSS

How Unit Was Viewed	
Favorable	4
Indifferent	2
Unfavorable	

Degree of Cooperation	
Open	3
Sometimes Resistive	3
Defensive	

Neighborhood Number
22
44
11
9
22
44

TABLE J-II (Continued)

TABULATION OF THE FAMILY INTERVIEWS,
THE CASES BEING SELECTED ON THE BASIS
OF THE CHILDREN'S SCORE ON THE
PIERS-HARRIS SELF-CONCEPT SCALE

NEGRO CHILDREN

	GAIN			LOSS		
	Birthplace, Subject	Parent	Grandparent	Birthplace, Subject	Parent	Grandparent
Gary	6	2		4	3	
Mid-West		2	3	2	2	3
East					1	
West						
South		8	21			
Another Country					6	19

Religious Affiliation	GAIN	LOSS
Catholic		
Protestant	6	6
No Affiliation		

Church Attendance	GAIN	LOSS
Never		
Rarely	1	
Routinely		1
Regularly	5	5

Discipline	GAIN	LOSS
Father		
Mother	3	5
Both	3	1

Corporal Punishment	GAIN	LOSS
Rarely	4	1
Routinely	2	5

Social Class Level	GAIN	LOSS
I		
II		
III	3	1
IV	1	3
V	2	2

Siblings	GAIN	LOSS
No. of Bros. older	7	3
No. of Bros. younger	4	5
No. of Sisters older	12	5
No. of Sisters younger	8	5

Ethnic Background	GAIN	LOSS
Caucasian	6	6
Negro		
Mexican		
Puerto Rican		
Other		

TABLE J-II (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE PIERS-HARRIS SELF-CONCEPT SCALE

NEGRO CHILDREN

GAIN

Home Languages	
English	6
German	
Spanish	
French	

Family Mobility (No. of moves in past 5 years)	
0	3
1	2
2	1
3	

Family Interest in School	
High	3
Average	3
None	

Unusual Family Tensions	
None	2
Deaths	2
Divorce	1
Abandonment	1
Alcoholism	
Mental Illness	
Chronic Unemployment	1
Crime	
Other	2

Child's General Physical Condition	
Positive	6
Negative	

Unusual Psycho-Social Developmental Problems	
Phobias	1
Extreme Discouragement or Apathy	
Aggressiveness	2
Other	1
None	2

Family Dominance	
Father	
Mother	5
Mutual	1

LOSS

Home Languages	
English	6
German	
Spanish	
French	

Family Mobility (No. of moves in past 5 years)	
0	2
1	3
2	1
3	

Family Interest in School	
High	2
Average	4
None	

Unusual Family Tensions	
None	4
Deaths	
Divorce	1
Abandonment	
Alcoholism	
Mental Illness	
Chronic Unemployment	1
Crime	
Other	1

Child's General Physical Condition	
Positive	5
Negative	1

Unusual Psycho-Social Developmental Problems	
Phobias	1
Extreme Discouragement or Apathy	1
Aggressiveness	1
Other	1
None	3

Family Dominance	
Father	2
Mother	3
Mutual	1

TABLE J-II (Continued)

TABULATION OF THE FAMILY INTERVIEWS, THE CASES BEING SELECTED ON THE BASIS OF THE CHILDREN'S SCORE ON THE PIERS-HARRIS SELF-CONCEPT SCALE

NEGRO CHILDREN

GAIN

How Unit Was Viewed	
Favorable	6
Indifferent	
Unfavorable	

Degree of Cooperation	
Open	4
Sometimes Resistive	2
Defensive	1

Neighborhood Number
18
16
21
19
17
6

LOSS

How Unit Was Viewed	
Favorable	4
Indifferent	2
Unfavorable	

Degree of Cooperation	
Open	4
Sometimes Resistive	1
Defensive	2

Neighborhood Number
19
14
18
14
19
11

APPENDIX K

INFORMAL TEACHER EVALUATION OF THE UNIT ON THE AMERICAN NEGRO, AND THEIR TEACHING OF IT

The material which follows contains an informal summary and evaluation of the unit by teachers who participated in the project. The teachers were asked on a voluntary basis to submit their reactions, summaries, and evaluations of the unit and their experiences in teaching it. Not all responded, but the comments of all those who did are included in the summary evaluation forms which follow.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 1

TOPIC: Africa

GENERAL REACTION: There seemed to be general uneasiness and much undercover talk, particularly among the Negro students. It seemed to be due to embarassment though nothing personally was said or implied about any group. We discussed racial stocks in general, background of Africa, size, geography, the arts. Much interest and enjoyment of Miss Carmen's exhibit out of which came good art. Much enjoyment of spirituals.

SUGGESTIONS AND RECOMMENDATIONS: I think there needs to be much more stress in all grades re difference--the "why"--in customs and artistic expression. My group has sterotyped ideas--chief of which is that only U.S. customs are right and sensible. I stressed importance of influence of geographical factors, climate, etc., which determine food, clothing, shelter, communication, transportation, etc., in any given place.

Conclusion reached was that Africa really had contributed a great deal in many areas of life and that much of value is there. Statement made over and over was, "I didn't know it was anything but jungle and wild animals." Class seemed quite excited over their new knowledge Friday and tension seemed eased on part of Negro children.

TOPIC: Slavery and Civil War -- Use of Glory Road tape

GENERAL REACTION: Shock at treatment of slaves. Surprised to learn spirituals were messages to escape and of hope.

SUGGESTIONS AND RECOMMENDATIONS: Need longer time to study Civil War. Too complex to cover in such a short time.

TOPIC: Review of material covered prior to blizzard. Continued study of Civil War and reconstruction plus Constitutional Amendments.

GENERAL REACTION: Though I put material in their language, due to lack of background re our government and Constitution they seemed bored.

SUGGESTIONS AND RECOMMENDATIONS: Need more time to fill in some background. I wish this unit could be integrated into study of Indiana and U.S. so the children learn in full context of All Americans and the Negroes are not isolated.

I know the difficulty--no prepared material.

Teacher Number 1 (con't.)

TOPIC: Contemporary & Recent Contributions of Negroes

GENERAL REACTION: Used mimeographed sheets with discussion. Much interest. Surprise that people had trouble getting educated & trained. Shock that skilled people not hired & that artists were not allowed to perform. This is always "others" though. There seems to be little "personal" soaking in & change in attitude.

TOPIC: Contemporary & Recent Contributions. Use of Glory Road tapes. Terms (historical and geographical) explained prior to playing.

GENERAL REACTION: I think the tapes are interesting and informative. The class seems bored. This group never really listens. It seems they're surrounded by sound & ignore it. Found they had ignored when tested, though essential biographical notes on these individuals were copied into notebooks.

SUGGESTIONS AND RECOMMENDATIONS: My people have gotten more knowledge from art and music than from reading and listening. In other words, a group like this gains more from doing than any use of words. Their great lack is verbal and written language skills.

TOPIC: Finish Glory Road tapes and mimeographed biographies. Tape Spirituals for Mrs. Jones.

GENERAL REACTION: Interested in discussion of people and difficulties they met. More interested in singing and listened with sharp ears and full attention to their own tape of spirituals. Also did African pictures and designs after seeing pictures from large book on Africa used as review. They were very interested in beauty and then producing their own artistic beauty.

TOPIC: Culminating activity: singing of spirituals. Final testing.

GENERAL REACTION: Class is extremely proud of their accomplishment in music for they are really successful in this. Academically, facts on tests don't stick for this group.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 2

TOPIC: Introduction to Social Studies Unit: The American Negro. Unit initiated with African Exhibit and film on Travels in Africa by -- Mrs. Carmon.

GENERAL REACTION: The children were extremely interested in the presentation and exhibit. When they returned to the classroom we had an open class discussion of exhibit items and film. This made the study of Africa and the African people a very here and now type of experience.

SUGGESTIONS AND RECOMMENDATIONS: I highly recommend that each succeeding group of children be exposed to this type of stimulating experience to launch this unit. If not in person, perhaps Mrs. Carmon's presentation could be filmed and shown audio-visually. The children had an exciting art experience as a result of Mrs. Carmon's visit.

TOPIC: The American Negro-Fourth Grade Unit. Objectives A, B, C, D and F. Africa (map, globe, climate, people). American Negroes' African Heritage-Compare Africa today and Africa of 1800's.

GENERAL REACTION: It was difficult for the children to realize the size of the Continent of Africa. Also why the Africans did not fight the people who came to kidnap them or why they didn't escape. They wanted to know who helped the African nations fight for their freedom.

SUGGESTIONS AND RECOMMENDATIONS: We did not have our unit library at this time and it gave me the opportunity to request volunteer committees to research this information. Two members of each committee went to the library to locate specific information. Upon their return we used the index to locate the needed information, read it orally and discussed it thoroughly. We compared and contrasted the Africans struggle for freedom with our thirteen colonies and found the reasons similiar and the Mother Countries were the same.

TOPIC: African music, literature, Africa today - Objectives E and H.

GENERAL REACTION: The children laughed at the pictures (35) of the African people, costumed and war painted dancers, at some of the art and the way they lived. I played Ethnic African and American Negro music and they began to keep time with the tunes. They also laughed and giggled at the mention of the word "Negro."

SUGGESTIONS AND RECOMMENDATIONS: When the children laughed at the near naked Africans, we established the reasons for the absence of clothing. Then I showed pictures of Indians, Mexicans and Puerto Ricans who were also unclothed save for the barest coverings and asked for a comparison and the reasons were the same for all. We discussed the painted Africans and Indians, also found beauty of line and design in the African art when compared with some of their own work. We found the answer to Objectives E and H in The Child's Own Story of the Negro.

Teacher Number 2 (con't.)

TOPIC: Slavery's economic basis - Condition of Slaves - Growing discontent of slaves - Civil War - Emancipation, 13th, 14th, 15th Amendments.

GENERAL REACTION: The words slave, slavery, Negro and African are accepted normally by the children now. It is easy to read about and discuss any area. The understanding of above topics are within the grasp of most of the class at this time.

SUGGESTIONS AND RECOMMENDATIONS: We have a rather complete library of materials on Africa, Slaves and slavery, and other areas of the unit, about forty-five books in all. I have devoted two reading periods per week to materials on the unit. Prior to Social Studies, we read material pertinent to the expected lesson. This sets the stage for discussion of this otherwise unfamiliar material. It has worked well because of the fiction-like setting of the stories, and structured vocabulary. I borrowed some recordings from the library and had the children listen to songs popular in the Northern and Southern States during the Civil War. They were surprised to find that they knew some of the tunes and sang along with the music.

TOPIC: Objectives G, I, J. How and why Slavery was begun in America. Problems and attitudes developed during slavery area, and still in the solving process. Know and appreciate contributions by Negroes which have helped make America great.

GENERAL REACTION: The class was openly surprised by the accomplishments of some of the famous Negroes. Also at the difference in color and facial characteristics. They even suggested some ways the slaves could escape or demand pay, etc. from their masters. One stock question was asked of each famous Negro, "Is he (or she) alive now?" Many had viewed the "Porgy and Bess" television movie, and related Sidney Poitier to the printed material that was read in class.

SUGGESTIONS AND RECOMMENDATIONS: I think much could be gained if a documentary movie showing some of these Negro leaders with the persons own voice heard at least once, would hurdle much reading matter. It would also be a time factor in the length of the unit. There are many of these people in this area, who, if approached, may be willing to bear the cost of such a project.

TOPIC: Objective J. Know and appreciate Negroes who have contributed to the greatness of America.

GENERAL REACTION: I purchased the recording titled, The Glory of Negro History, narrated by Langston Hughes. The children were interested and inquisitive about the stories and episodes in the lives of these heroes who were once slaves. They brought in library books with marked passages and read them aloud to the class.

SUGGESTIONS AND RECOMMENDATIONS: Filmstrips and movies are almost a must in the successful teaching of this unit, at the fourth grade level. Reading, in most cases, is a bit difficult and comprehension is more difficult. I believe the children would benefit more from one twenty-five minute movie or filmstrip than from three weeks of reading.

Teacher Number 2 (con't.)

TOPIC: Culminating Activity. Summary, Projects, Testing.

GENERAL REACTION: Projects - Social Studies Folder Covers with interesting scenes as a result of the initiating activity by Mrs. Carmon. Art: Masks that were really beautiful, resulting from pictures of African Art. African: Village compound. Lecturer: Rev. Allen of First Baptist Church showed slides of his recent trip to Africa. Review what we had learned. I purchased the recording, Ethnic Folkways Library (FE4500), and had the children listen to different nationalities' ethnic music. They were to tell the country or origin of the music. They found this very difficult and were surprised at their errors. Especially when they didn't recognize Puerto Rican and Mexican tunes.

SUGGESTIONS AND RECOMMENDATIONS: Although I did not take my class to visit the Field Museum, I highly recommend this trip for future groups. The African Art and old treasures are pertinent to the unit as are the cotton, sugar cane and tobacco field exhibits. The testing is a slow process due to some absent pupils each day, making additional testing necessary. The oral reading of each item is a must for 4th graders since reading is a laborious process for them and very time consuming.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 3

TOPIC: Africa-Introduction to Unit.

GENERAL REACTION: Too much for my class to cover in one week. Class was fascinated with the study.

SUGGESTIONS AND RECOMMENDATIONS: (1) Extend this topic over a week and one-half and (2) I showed film about "Land of the Nile" and it greatly helped the class to understand Africa's climate, topography, and people.

TOPIC: Slavery

GENERAL REACTION: Class was very interested. We had a tendency to become "bogged down" with this topic, as interest did run high.

SUGGESTIONS AND RECOMMENDATIONS: More material needed.

TOPIC: Slavery-Civil War.

GENERAL REACTION: Interesting to my class. We had a difficult time in not delving too deeply into the Civil War.

SUGGESTIONS AND RECOMMENDATIONS: None.

TOPIC: Famous American Negroes.

GENERAL REACTION: Good stories on mimeographed sheets. Class interested.

SUGGESTIONS AND RECOMMENDATIONS: Include these people as they come in history-Ex-teach Sojourner Truth during study of slavery. Spend last few weeks of unit of study on lives of living Negroes who are great Americans.

TOPIC: Famous American Negroes.

GENERAL REACTION: Interesting, but class tended to become bored with studying one person after another.

SUGGESTIONS AND RECOMMENDATIONS: Integrate the study of great American Negroes with the study of the time in which they lived.

TOPIC: Great American Negroes and Conclusion.

GENERAL REACTION: We found that it was almost too much to expect the children to remember these people. We enjoyed becoming acquainted with the great Negro Americans.

SUGGESTIONS AND RECOMMENDATIONS: I used games, such as "Who Am I?" or "What's My Line" to stimulate interest in review.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 4

TOPIC: Africa.

GENERAL REACTION: Children responded favorably to films, filmstrips, speakers and general discussion about Africa. They are eager to learn about this topic, I'm finding.

SUGGESTIONS AND RECOMMENDATIONS: We need unified, specific material. It makes it difficult for us to get our own material, and there are 4 teachers on the same level here. Materials are at a premium.

TOPIC: Beginnings of slavery.

GENERAL REACTION: Children reacted with pity and sympathy to the people who were taken and used as slaves. They can feel the "unfairness" and are able to express this as a feeling.

TOPIC: Negroes in history.

GENERAL REACTION: Children didn't particularly enjoy the tapes, "Glory Road." They were quite difficult and not easily understood. The speakers weren't too clear. We had to spend time discussing the lives of these people and they didn't particularly appeal to the children.

SUGGESTIONS AND RECOMMENDATIONS: I feel the children need to have more background for this type of instruction. They are almost too young to understand the full meaning of all this.

TOPIC: Contemporary Negroes.

GENERAL REACTION: Very enjoyable. They loved reading the biographies of these people. We read them in class and discussed them. They, again, felt the unfairness concerning the lack of opportunities for these people. They readily expressed how they felt as they read. They brought in many articles and books on the subject.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 5

TOPIC: Africa.

GENERAL REACTION: Children loved the study of Africa. Used: (1) Exploring Regions Far & Near (4th gr. book), (2) Movie on "Mile River" good, and (3) Film strip-"Exploring Myths of Prejudice"-Excellent.

TOPIC: Finish study of Africa--School closed one day.

GENERAL REACTION: Children interest still very high.

SUGGESTIONS AND RECOMMENDATIONS: I am running behind in the outline.

TOPIC: Land explosion & settling of N. America. Need for cheap labor--Introduced need for slavery.

GENERAL REACTION: Interest High.

SUGGESTIONS AND RECOMMENDATIONS: Loss of 7 days broke up continuity of lesson--am falling further behind--The lack of material on fourth grade level is a tremendous handicap--Children at this age level do not listen to lecture lessons too well.

TOPIC: American Negro-in relation to Revolutionary War. Early American Negro people studied.

GENERAL REACTION: Interest fine.

SUGGESTIONS AND RECOMMENDATIONS: Need material.

TOPIC: American Negro-Studied slavery and Civil War. Introduce American Negro of Civil War area.

GENERAL REACTION: Fine.

SUGGESTIONS AND RECOMMENDATIONS: Need material on 4th grade level--children have trouble keeping early Negroes (Revolutionary War) separated from Civil War Negro and some present day Negro. Have pushed some as we lost seven days.

TOPIC: Review-"Exploding Myths of Prejudice." Introduced Today's Negro.

GENERAL REACTION: Children seem to loose interest in so many people being presented at one time. Do use Glory Road each Mon.

SUGGESTIONS AND RECOMMENDATIONS: Shouldn't have pushed so hard-found out Thurs. we have another week.

Teacher Number 5 (con't.)

TOPIC: American Negro.

GENERAL REACTION: Children had trouble remembering such a large group of names given at one time.

SUGGESTIONS AND RECOMMENDATIONS: I do not think the American Negro should be taught as a segregate subject but the important Negroes taught in our social studies class as they fit into our American History. The children will remember them much better. They will accept them as a part of American development. Most parents will also accept the study.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 6

TOPIC: Africa as the original home of the Negro.

GENERAL REACTION: The student reactions were very good. They were eager to learn about Africa, its people, its climate, its size in comparison to the other continents and its government. They were particularly interested in the tribes and their way of life including their music and art as well as their occupations.

SUGGESTIONS AND RECOMMENDATIONS: I think this would have been a little more interesting had we had some pictures of Africans especially those of the West coast and central Africa. I'd have loved to have a filmstrip on Africa.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 7

GENERAL REACTION: Did preliminary testing. Children looked quizzical, but, interested.

TOPIC: Africa.

GENERAL REACTION: (1) Showed filmstrip "Myth of Prejudice" (2) Heard travel talk on experiences in Kenya. Children were thrilled with it! (3) Showed film on "Mile River Basin and the People of the Upper River" (4) Studied Globe and Africa (5) Studied Map of Africa (6) Started folders on important information concerning Africa (7) Showed film of "Egypt and the Nile" -- So far, interest is keen.

TOPIC: Africa.

GENERAL REACTION: (1) Reviewed what we had learned (2) Showed film "Nile River Valley and the People of the Lower River" -- Discussion was good following film. (3) Continued working on outlines for folders (4) Filled in important rivers on map of Africa (5) Started outline on Africa.

TOPIC: Slavery.

GENERAL REACTION: (1) Reviewed Africa due to fact that school was not in session previous week (2) Started Slavery in America (3) Tested on Africa (4) Continued with Slavery (5) Discussed and read to children conditions existing before Civil War (6) Made outline on Slavery.

TOPIC: Slavery and Civil War.

GENERAL REACTION: Started Civil War but continued to talk about slavery. Children were extremely interested in this phase, so, spent more time on it than was designated on our course of procedure. Children brought in some reports which they had looked-up in books at their homes. We pooled information and added to our outlines in our folders.

TOPIC: Civil War.

GENERAL REACTION: (1) Reviewed and discussed all the information which we now had accumulated in our folders (2) Talked considerably about Abolionists and attitudes of the Southern people (3) Talked and discussed Abraham Lincoln and the important role he played in our study of the American Negro.

TOPIC: Famous Negroes.

GENERAL REACTION: Discussed famous Negroes and their lives. Took one a day. For a slow group, such as mine, this was all we could do. We made booklets and illustrations. We brought in newspaper articles, magazine articles concerning Negroes. Each child added his material to his folder. I feel that this study has been

Teacher Number 7 (con't.)

beneficial in some ways, but, actually its too much for the average 4th grader to grasp or to remember. However, I do feel that some impressions of Negroes in general, were greatly changed for the better in my class. I have only one Negro. Some of the discussion seemed to embarrass her, at times, but, on the whole, I think she learned some valuable things about her race.

As far as I am concerned, I learned many things I hadn't known, although, I have never been a prejudiced person. Just to sit down and make a study of the Negro, had never been my privilege before, so, from an adult standpoint, I enjoyed it.

At the present time, I feel the 4th grade Social Studies program is entirely too full. Something will have to be dropped, I would think. Just what, I wouldn't know.

INFORMAL SUMMARY EVALUATION FORM

Teacher Number 8

TOPIC: Introduction--climate, topograph, people

GENERAL REACTION: The children were very interested in how the people lived (houses, jobs, etc.) They realized that some parts of Africa were modern and all was not like what they had seen in the movies.

TOPIC: Miss Carmon's display and discussion of Africa.

GENERAL REACTION: The children were very impressed. They were very eager to discuss what they had seen and to express what they liked best.

SUGGESTIONS AND RECOMMENDATIONS: Resource persons provide concrete experiences that cannot be obtained from a text book. I think we should have more activities of this kind.

TOPIC: Slavery in America.

GENERAL REACTION: The children realized that slavery was an "evil." They showed more interest in people who resented slavery, such as Harriet Tubman and the abolitionists of the North, than the problem itself. They enjoyed studying about those slaves who made outstanding contributions to America. This led to the question of "Are there great Negroes like that today?"

SUGGESTIONS AND RECOMMENDATIONS: Here one can very easily get into the study of the Constitution and Democracy. I think more time could be alloted for this, not so much as to get off on a tangent, but enough to cover the basic principles of Democracy.

TOPIC: Reconstruction.

GENERAL REACTION: The children saw the need for a strong government to unite the country and to solve the problem after the War Between the States. Comments were made about the President having the job of seeing that all people are created equal because laws entitle them to these rights.

TOPIC: Negro Leaders Today.

GENERAL REACTION: The children enjoyed listening to the tapes and reading the stories. Nearly everyone participated in the discussions. The children seemed eager to find out all that they could. Various reports were assigned. These were given in class orally.

TOPIC: Culminating Activity (the use of the opaque projector to make pictures of outstanding Negro Americans, parts of Africa, and the animals found there.)

Teacher Number 8 (con't.)

GENERAL REACTION: Needless to say everyone enjoyed this and made some contributions. This served as a review for all that we had studied.

TOPIC: Reverend Robert E. Penn showed slides on his recent trip to Africa.

GENERAL REACTION: His presentation was enjoyed by the children. After his presentation they asked very intelligent questions. At one point, I had to bring the question and answer session to a close, for I felt that it could have gone on forever.

OE 6000 (REV. 9-66)

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The Curriculum as a Factor in Racial Understanding: Volumes I and II. (Final Report)

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ABSTRACT

This is a study of the curriculum as a factor in racial understanding. A unit on American Negro History and Culture was taught to racially integrated fourth grade classes consisting of transported and non-transported children. A third group of classes, which did not study the unit, served as controls. The findings indicated significant improvement at the .05 level in the self-concepts of both Negro and white children in the non-transported group. The Piers-Harris Self-Concept Scale was the instrument used as a measure and determination of change was through the co-variance technique. Racial cleavage in the transported group was lowered significantly (at the .001 level) in terms of academic classroom activities. A sociometric device was used in this case as the instrument and significance of change was gauged by the McNemar Test.

Follow-up interviews of families having children who participated in the project generally indicated support of the study and an understanding of its need. Both Negro and white families were interviewed.

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